NAEP
MONTANA
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

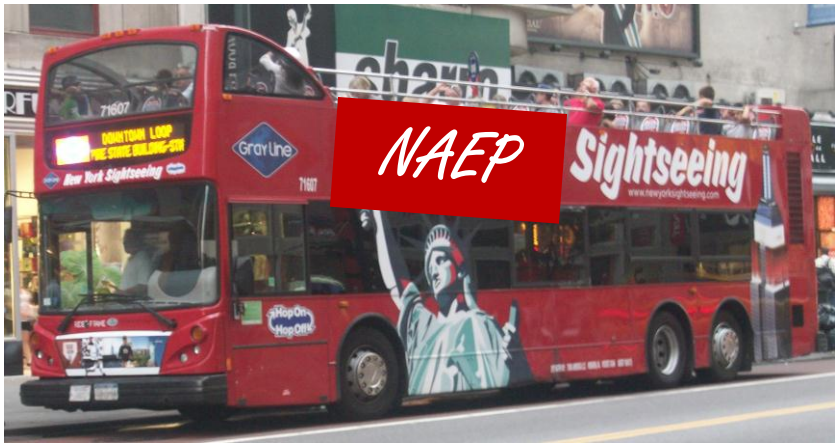
2013 NAEP and Beyond

Ashley McGrath, NAEP State Coordinator

2014 Assessment Conference
Helena, January 15-17, 2013

GOALS

- **Understand what NAEP is**
- **Why should we use NAEP?**
- **NAEP 2013 findings**
- **How can NAEP facilitate our shift to the MCCS?**
- **Use NAEP to focus questions and investigations**
- **Familiarize you with NAEP and state tools**



What is NAEP?

Long Test, Short Booklet

- Each student gets a small part of the test
- No individual student scores

Common Block Structures Across Subjects

P/P: 1st Block 25 min.	P/P: 2nd Block 25 min.	BQ1 5 min.	BQ2 5 min.

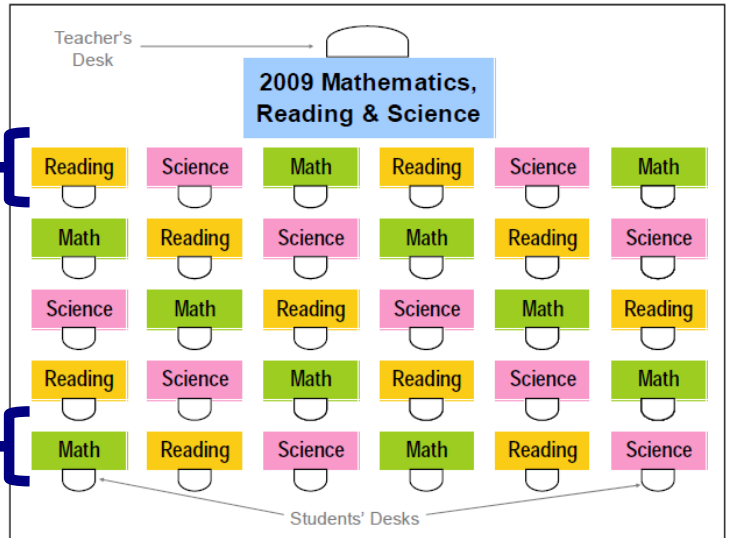
- Takes no more than 90 minutes from start to finish (P/P)
- Items within blocks, blocks within booklets

Test Questions

- MC, SCR, ECR, and CBA

Contextual Items

- Student, teacher, administrator questionnaires



NAEP RESULTS

- The results of NAEP are released as ***The Nation's Report Card***. www.nationsreportcard.gov

- NAEP Results are reported in two formats
  - **Average Scale Scores**
    - Numeric scale
    - 0 – 500 on mathematics and reading assessments
    - Scores cannot be compared across content areas
      - If you can't do it in the NDE, then you probably shouldn't do it
  - **Achievement Levels**
    - Categorical scale
    - Below *Basic*, *Basic*, *Proficient*, *Advanced*

The Nation's Report Card

NAEP's Definition of Proficient

"NAEP's definition of "proficient" is based on "challenging" material and is considered harder than grade-level standards"– Stephen Sawchuk

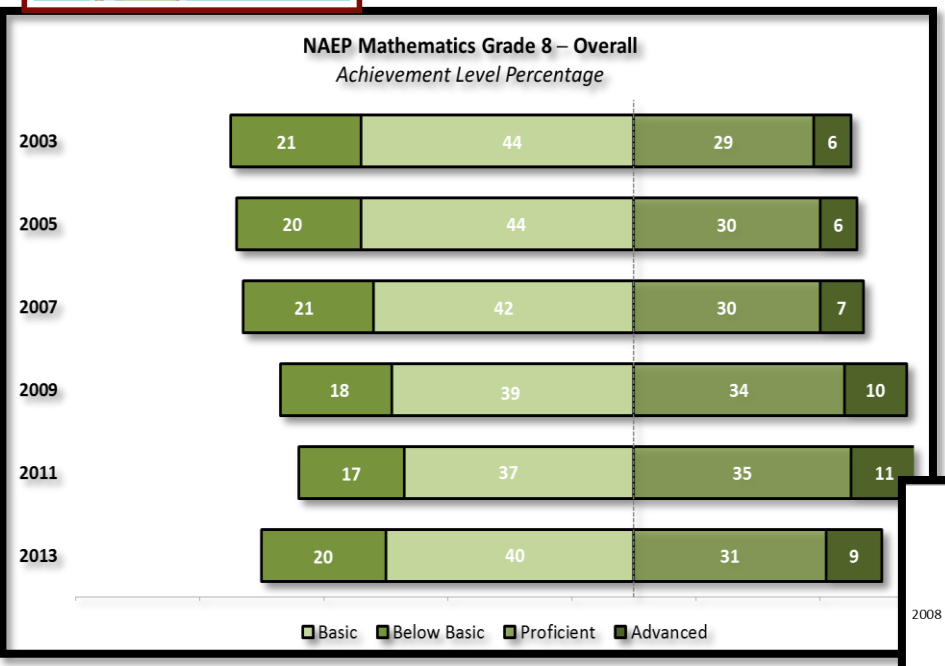
PROFICIENT- "represents an aspirational goal for what students should know and be able to do, while on most state tests, it describes the level of student performance that is good enough to be regarded as acceptable for a particular grade level"– Chudowsky 2010

Basic – "Partial mastery"	Proficient – "Solid academic performance"	Advanced – "Superior performance"

These do not match Montana's categories of "Novice,""Nearing Proficiency," "Proficient," and "Advanced."

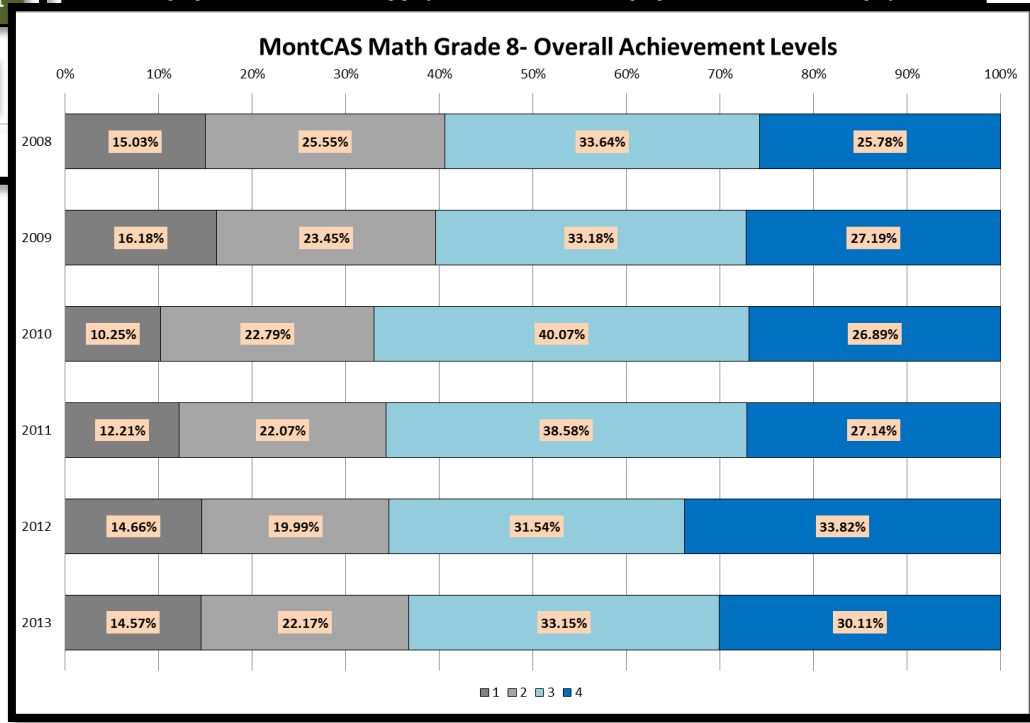
2013 GRADE 8 MATH

NOTE: Observed differences are not necessarily statistically significant.



In Summary

CRT		NAEP	
Year	At or Above Proficient	Year	At or Above Proficient
2007	59%	2007	44%
2008	59%		
2009	60%	2009	46%
2010	66%		
2011	65%	2011	45%
2012	65%		
2013	63%	2013	45%



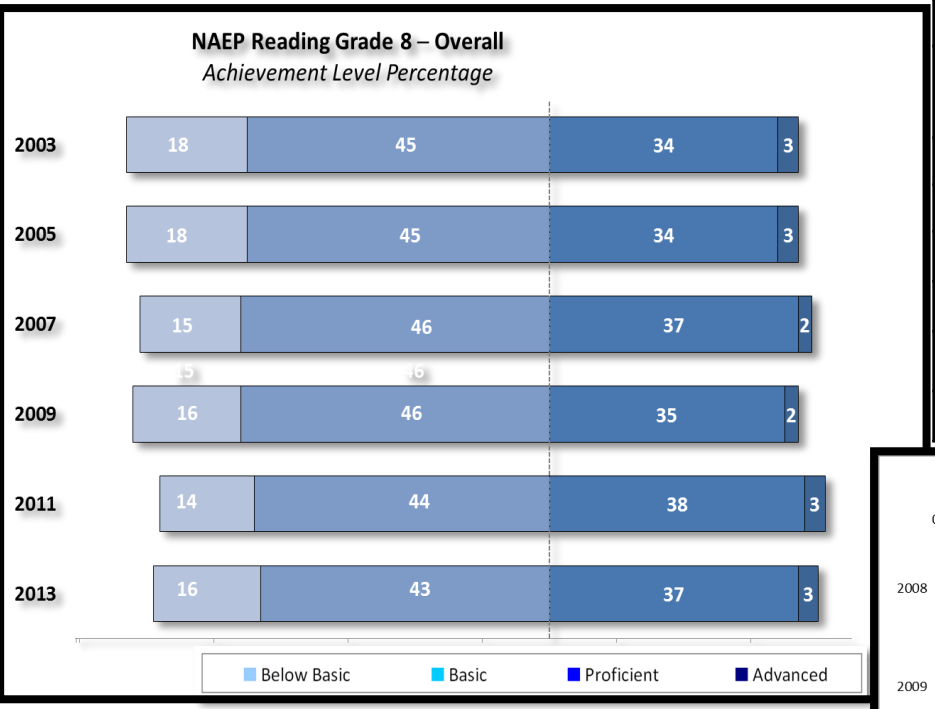
1. Novice
2. Nearing Proficiency
3. Proficient
4. Advanced

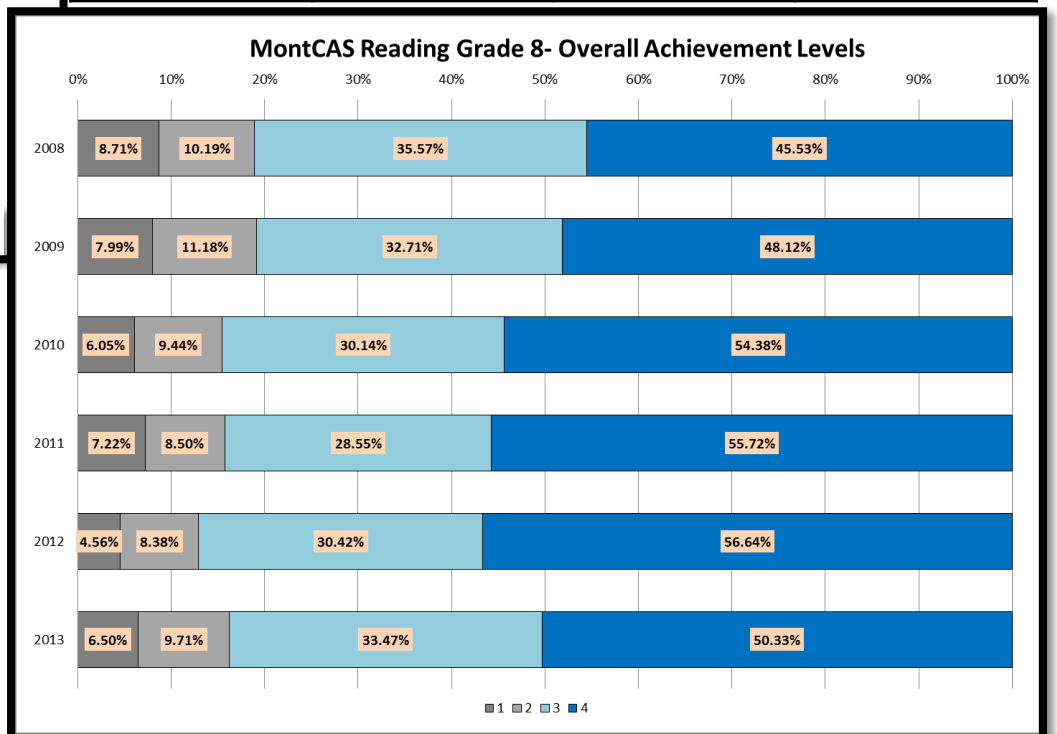
2013 GRADE 8 READING

NOTE: Observed differences are not necessarily statistically significant.

In Summary

CRT		NAEP	
Year	At or Above Proficient	Year	At or Above Proficient
2008	81%		
2009	81%	2009	37%
2010	84%		
2011	84%	2011	41%
2012	87%		
2013	83%	2013	40%





1. Novice
2. Nearing Proficiency
3. Proficient
4. Advanced

STATE PERSPECTIVE

Tests not directly comparable

- **CRT trend** (2006 to 2013);
  - 7 years of data (07, 08, 09, 10, 11, 12, 2013).
- **NAEP trend** (a decade) 2003 to 2013;
  - 6 years of data (03, 05, 07, 09, 11, 2013).
- Enough data to paint a picture of Montana progress.
- **Keep in mind:**
  - different test, different standards, different design, different aims, different students (sample).
- **CRT**
  - Reading and Math: Grades 3-8 and 10
  - Science: Grades 4, 8, and 10
- **Reporting differences:**
  - Percent At or Above Proficient vs average scale score reporting in CRT

Theme repeated:

- Across the board down in all subjects and all grades

2013 RESULTS OVERVIEW

Math

- **Grade 4:** higher than the National Public by 3 points.
- **Grade 8:** down 4 points; biggest decrease observed in "town" schools (decreased 9 points)
- Students with disabilities (SD) scored 5 points higher; "rural" SD students increased by 9 points

Reading

- **Grade 4:** scored higher than the National Public by 2 points.
- **Grade 8:** scored higher than the National Public by 6 points. American Indian/Alaska Native student down 12 points.

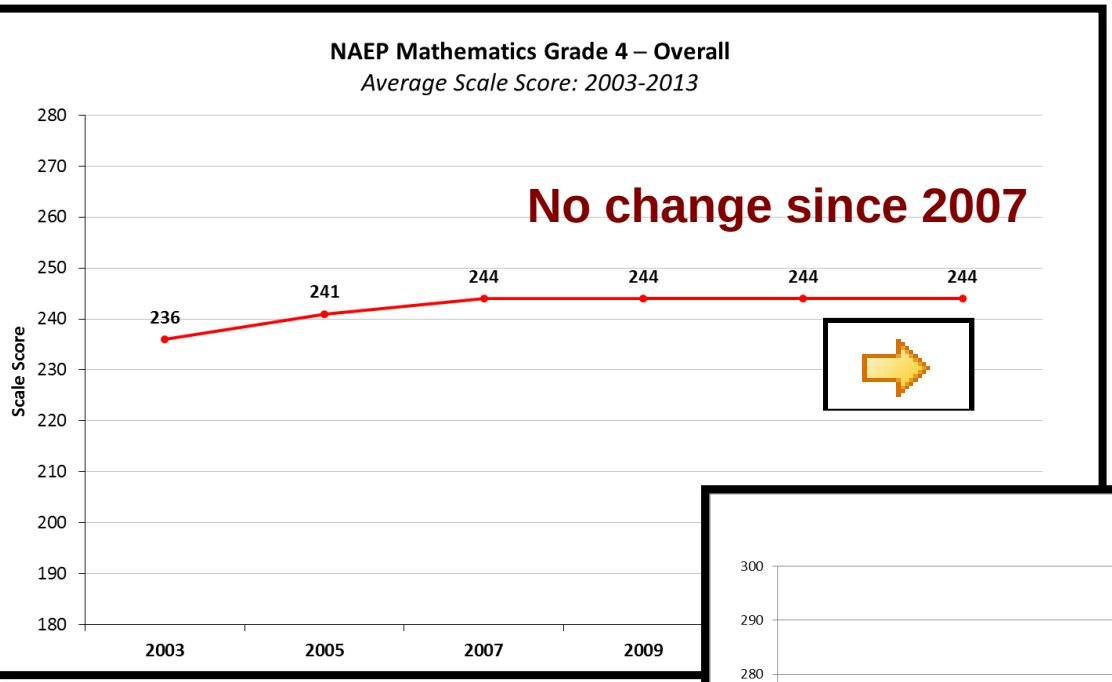
Math

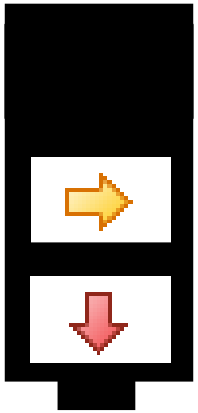
States with loses:
Montana, Oklahoma and South Dakota

Reading

States with loses:
Massachusetts, **Montana**, North Dakota

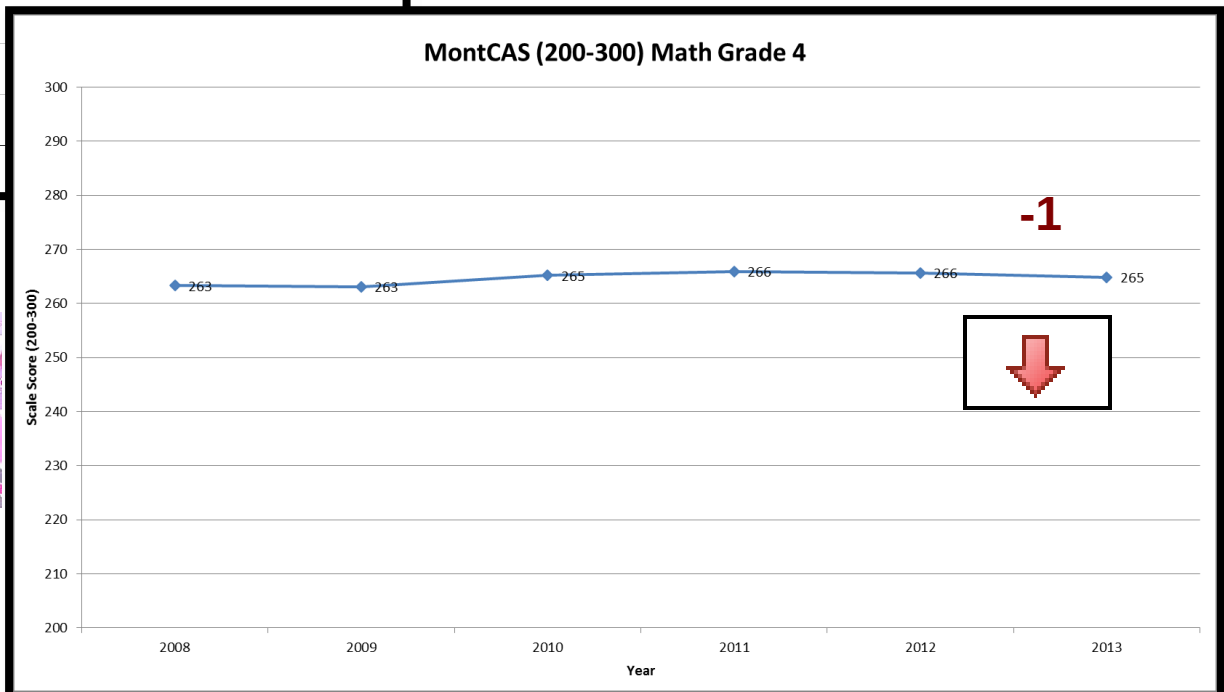
The actual number isn't important; the data pattern is what matters





Patterns in Performance

http://gems.opi.mt.gov/StudentAchievement/Pages/CRTProficiencyTrends.aspx



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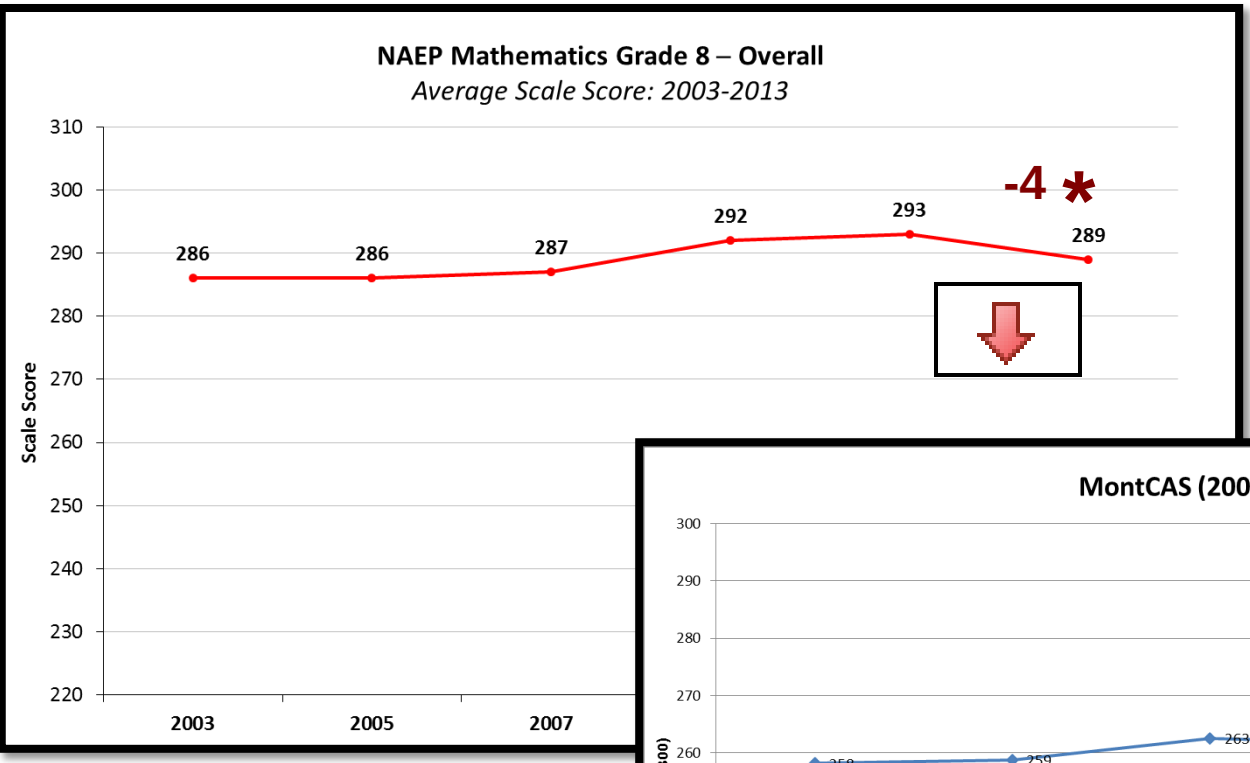
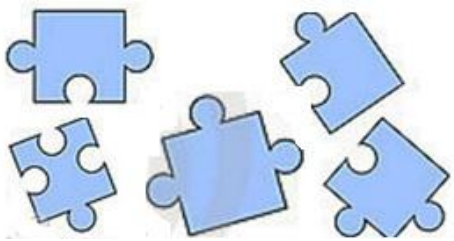
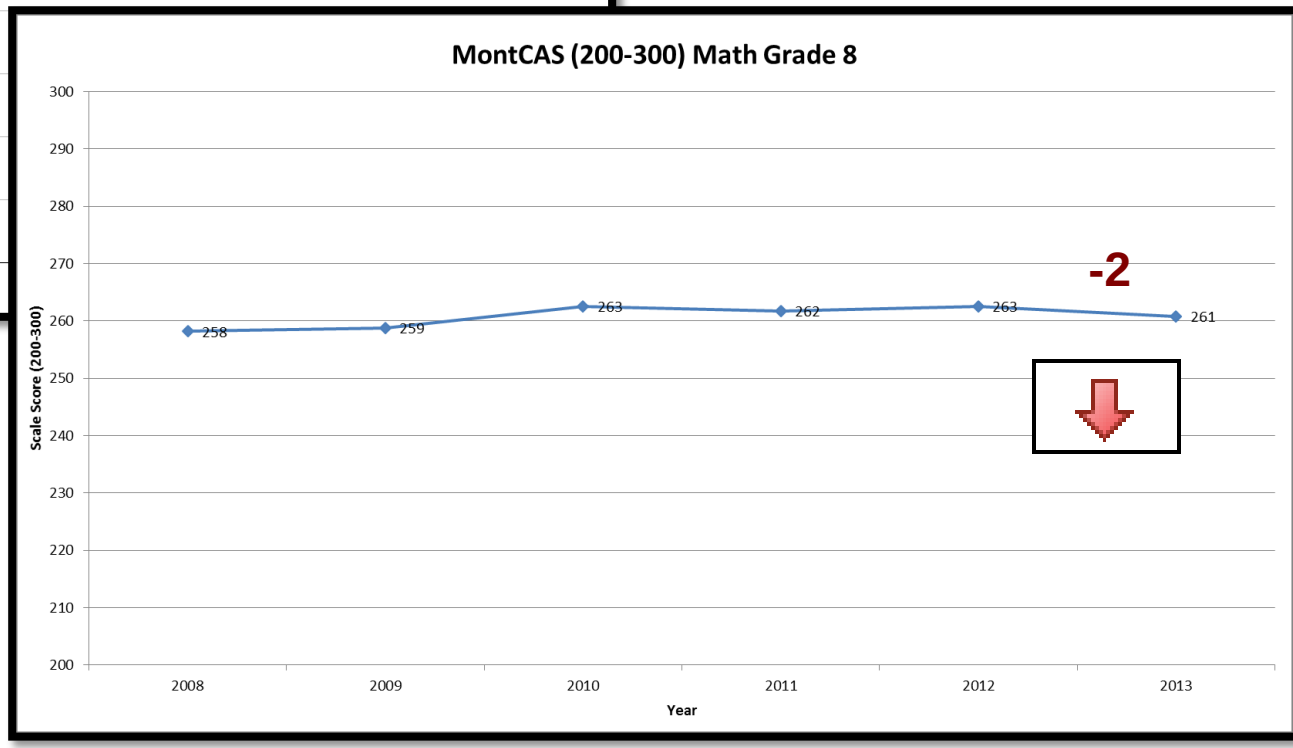


Putting the puzzle pieces together





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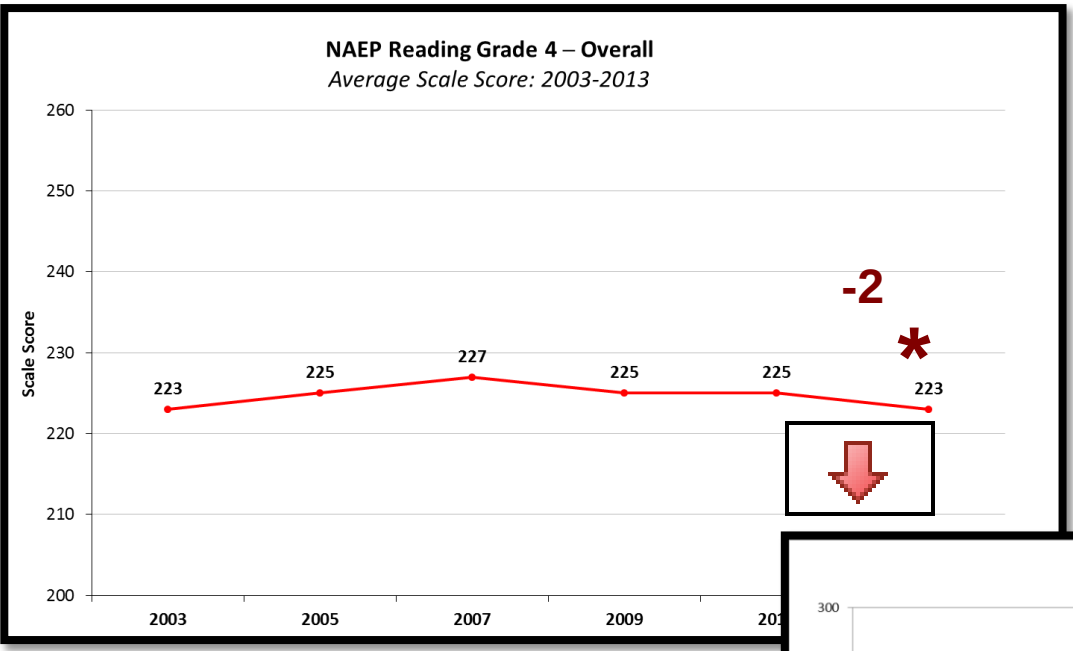

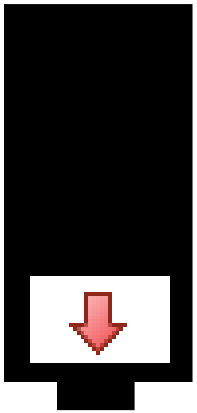

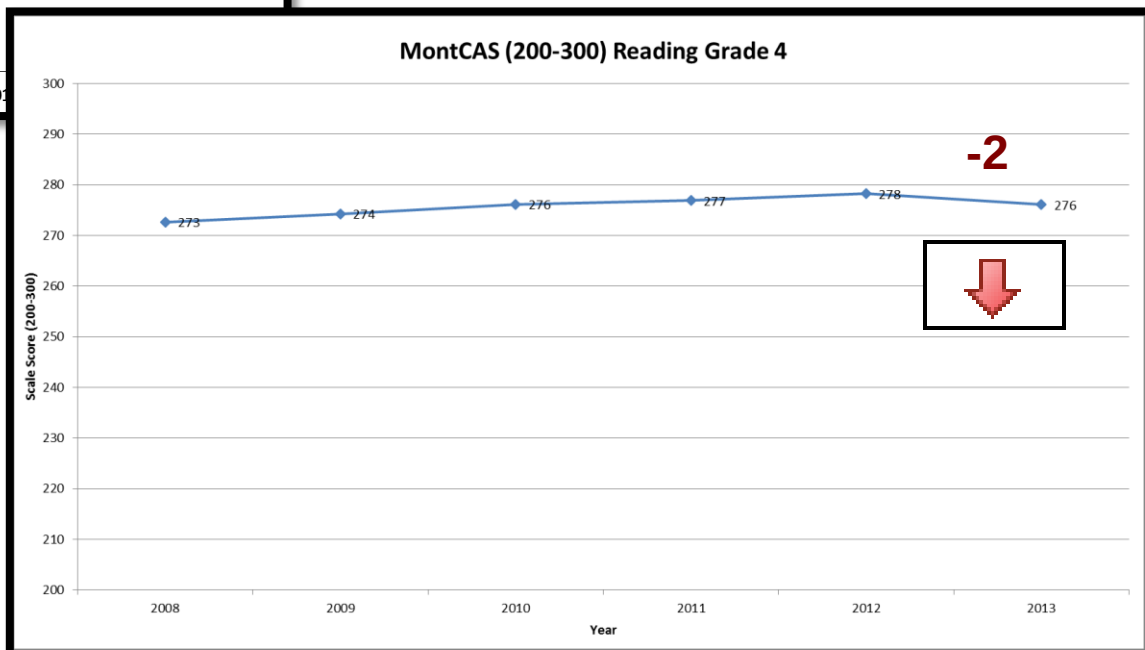

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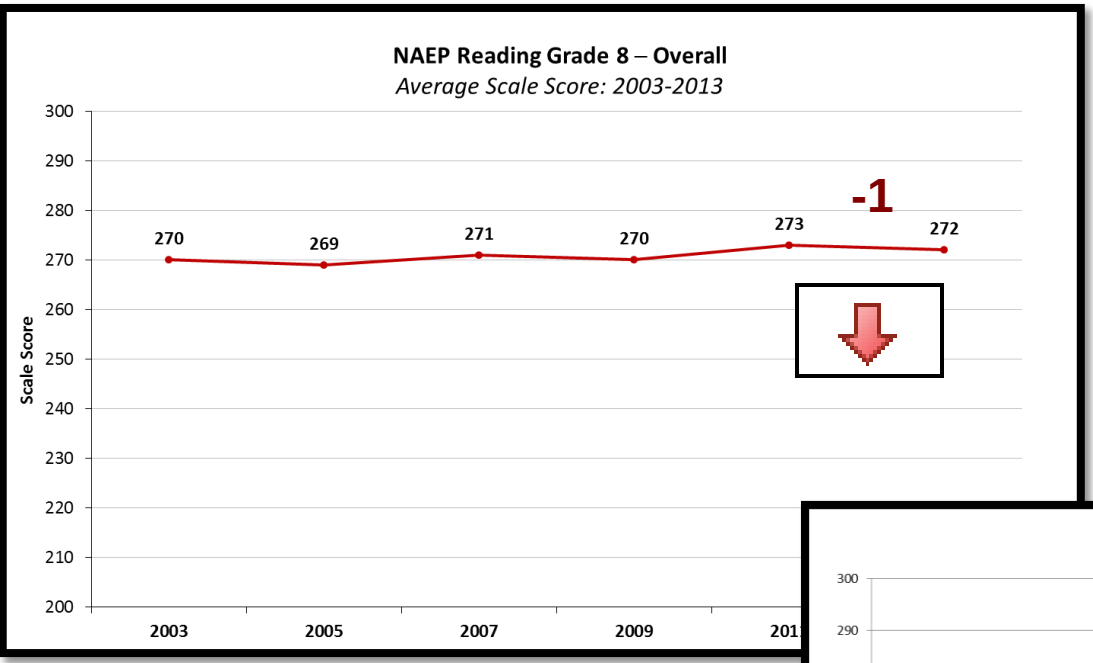
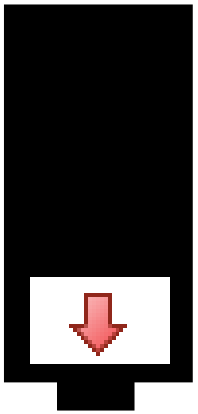
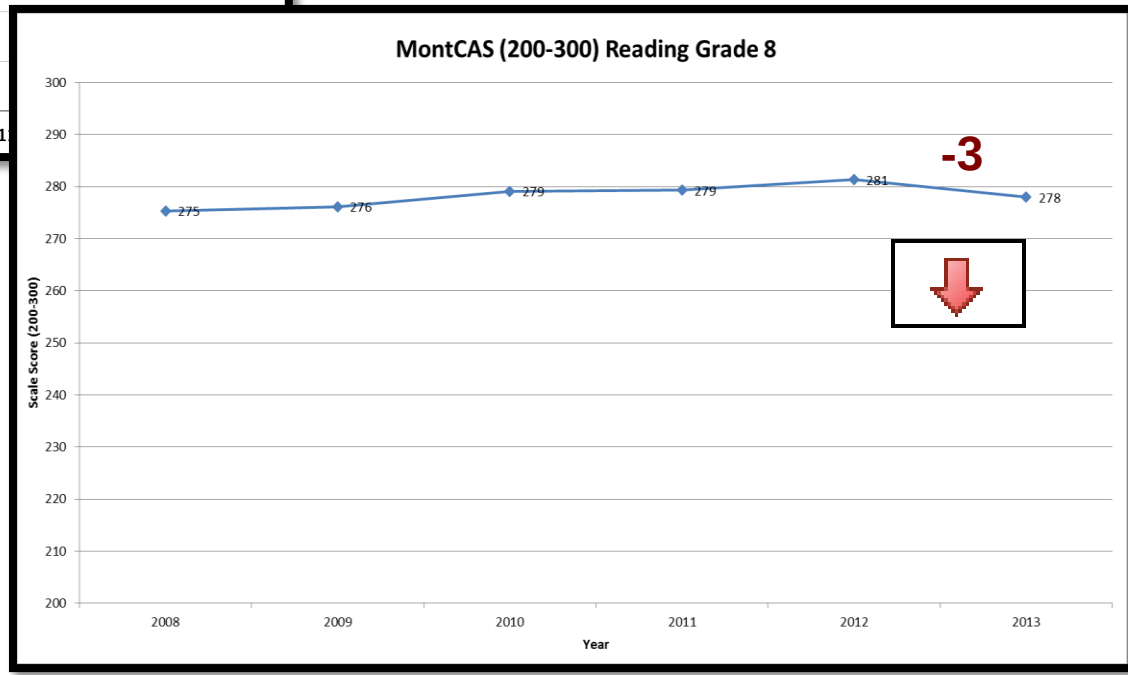




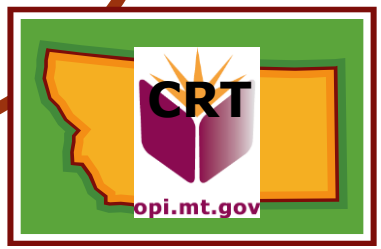


PAINT A PICTURE OF YOUR SCHOOL'S SUCCESS!

USE NAEP AS THE "SECOND OPINION"

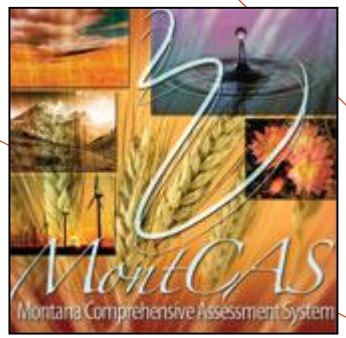
Photograph taken from: The New York Times

NAEP



State

District



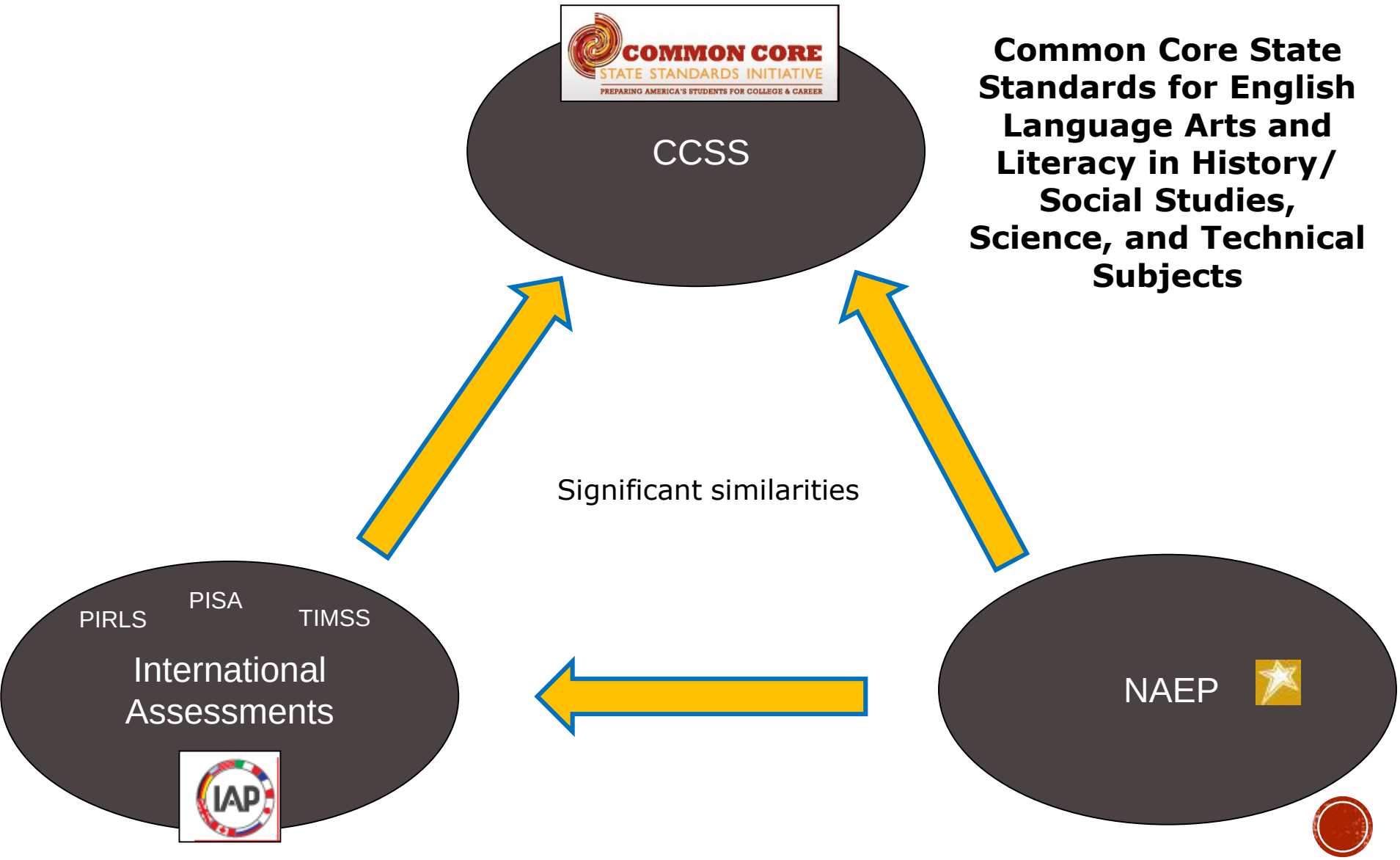
School

Classroom

How can NAEP facilitate our shift to the MCCS?

Item Analysis

NAEP AND THE CCSS



SOME EXPLORATION IDEAS

Math

- How did Montana students perform in NAEP on:
  - (1) Number properties and operations, (2) Measurement, (3) Geometry, (4) Data analysis and probability and (5) Algebra?
  - Does NAEP [Number properties and operations] agree with the expectations of MontCAS [Content Standard 2] and MCCS [Number and Operations in Base Ten/ Number]?

Reading

- How did Montana students perform on informational text items?
- How did Montana students perform in NAEP on :
  - (1) locate/recall, (2) integrate/interpret, and (3) critique/evaluate?
- Does the MontCAS DOK match NAEP's item difficulty? How do students perform on DOK 3 items?

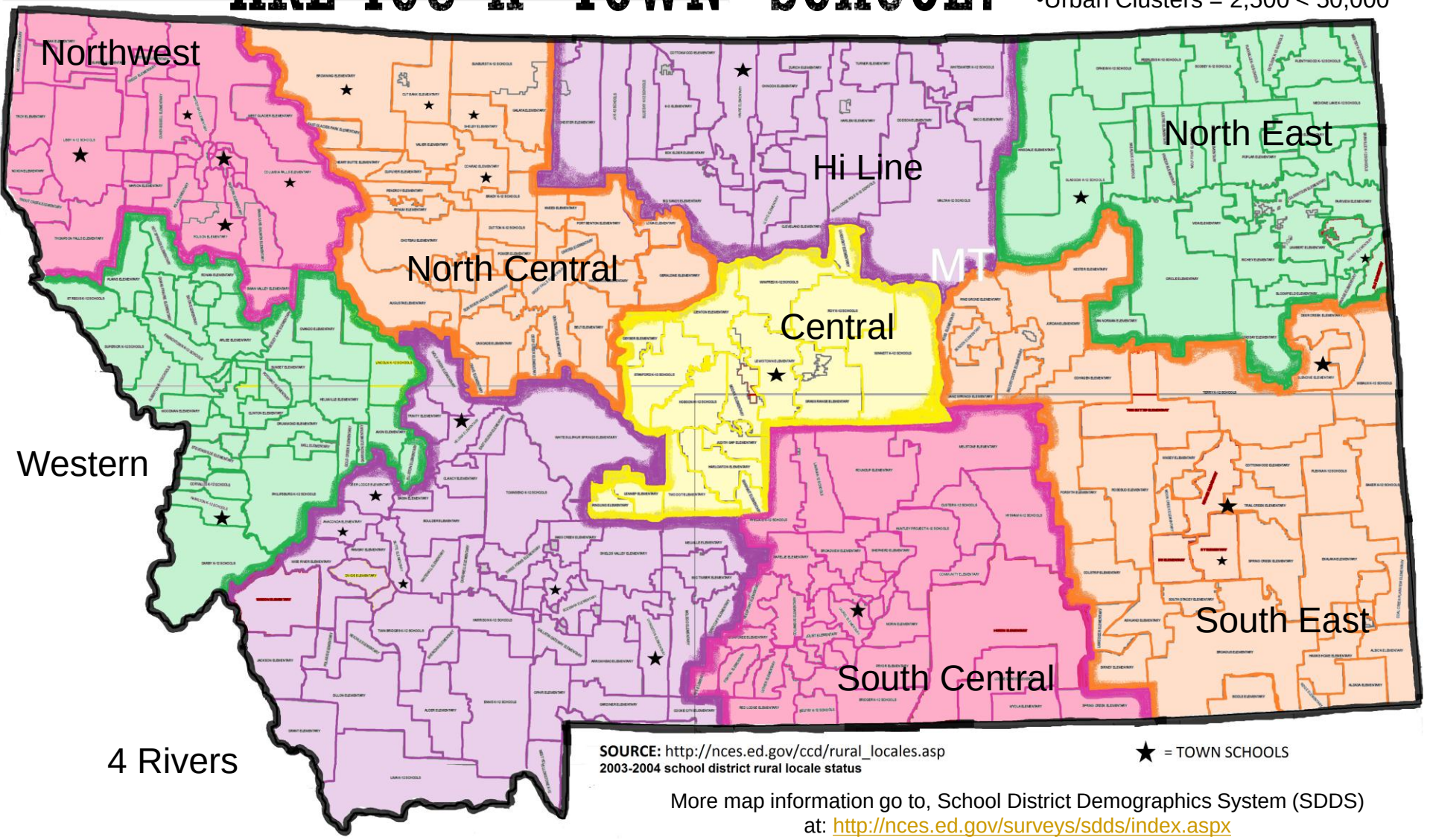
Science

- How did Montana students perform in life science?
- How did Montana students perform in NAEP on :
  - (1) identifying science principles, (2) using science principles, (3) using scientific inquiry, and (4) using technological design?
- Does the MontCAS Content Standard 1 match NAEP's Using Scientific Inquiry?

http://nces.ed.gov/nationsreportcard/about/naeptools.aspx
https://reporting.measuredprogress.org/

ARE YOU A "TOWN" SCHOOL?

•Urbanized Areas = 50,000+
•Urban Clusters = 2,500 < 50,000

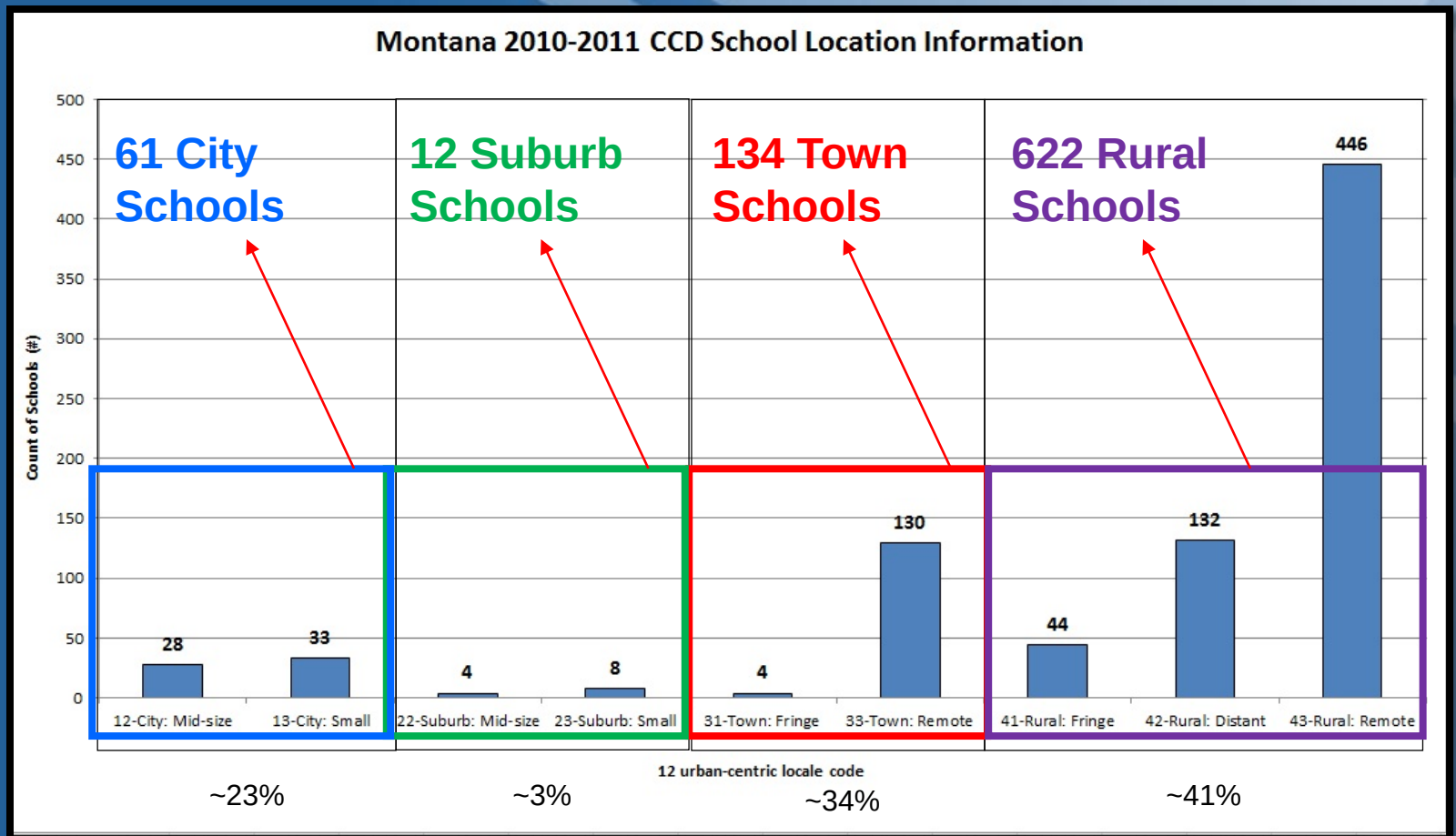


More map information go to, School District Demographics System (SDDS) at: http://nces.ed.gov/surveys/sdds/index.aspx

- **City** (~~11~~, 12, 13)= urbanized area and inside a principal city with **X** (~~large~~, midsize, small) population
- **Suburb** (~~21~~, 22, 23)= outside a principal city and inside an urbanized area with **X** (~~large~~, midsize, small) population
- **Town** (31, 32, 33)= inside an urban cluster some distance from an urbanized area (fringe, distant, remote)
- **Rural** (41,42, 43)= away from an urbanized area and away from an urban clustered (fringe, distant, remote)

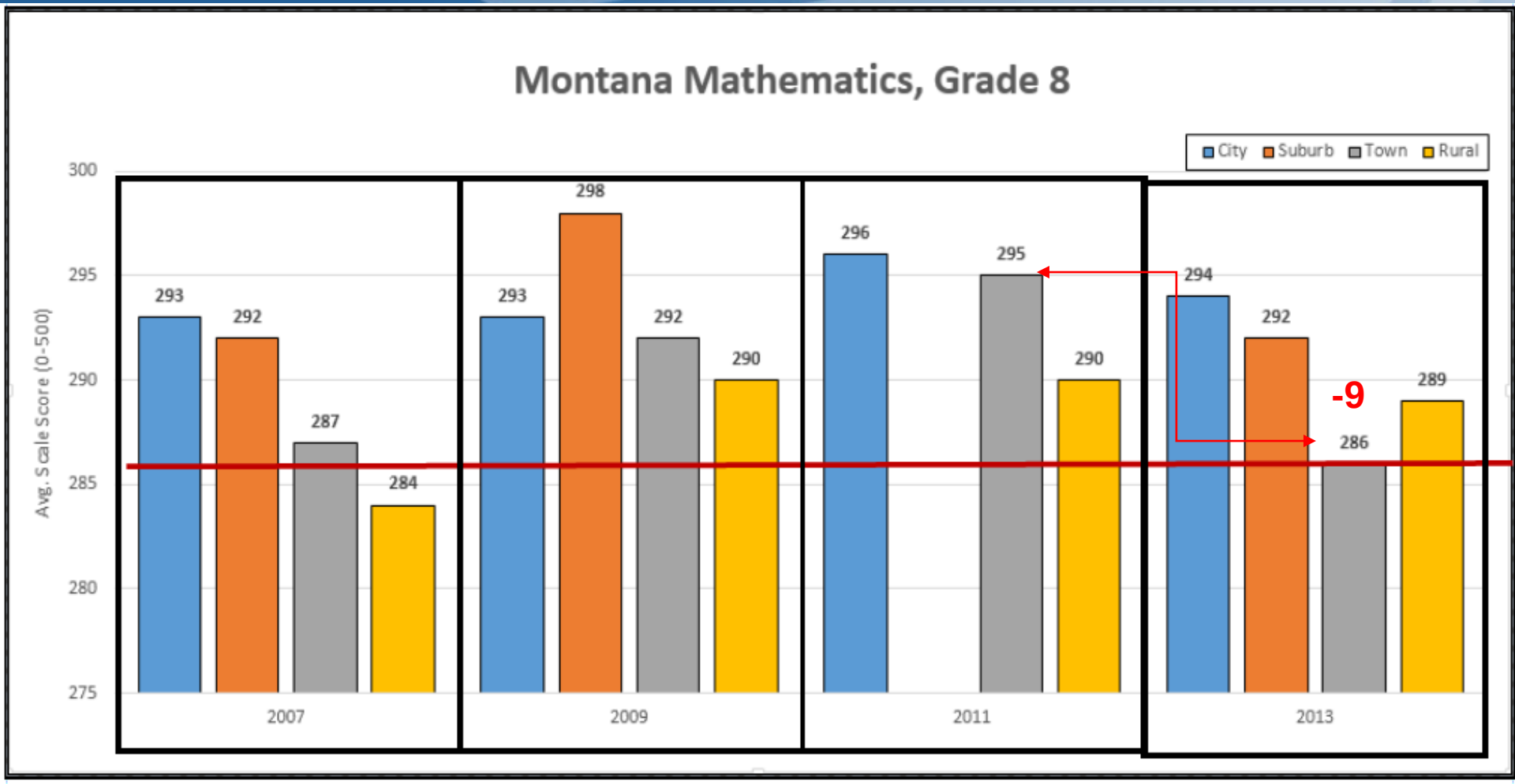
Tool #1) School Location Reporting

1. Go to : http://opi.mt.gov/groups/montananaep/
2. Click on: What does NAEP look like in your school?
3. Under "So how did we do on NAEP?" select the "CCD 2010 to 2011 School Location Data.pdf"
4. Find your school
5. Of the 134 town schools only 30 have sampled grade 8



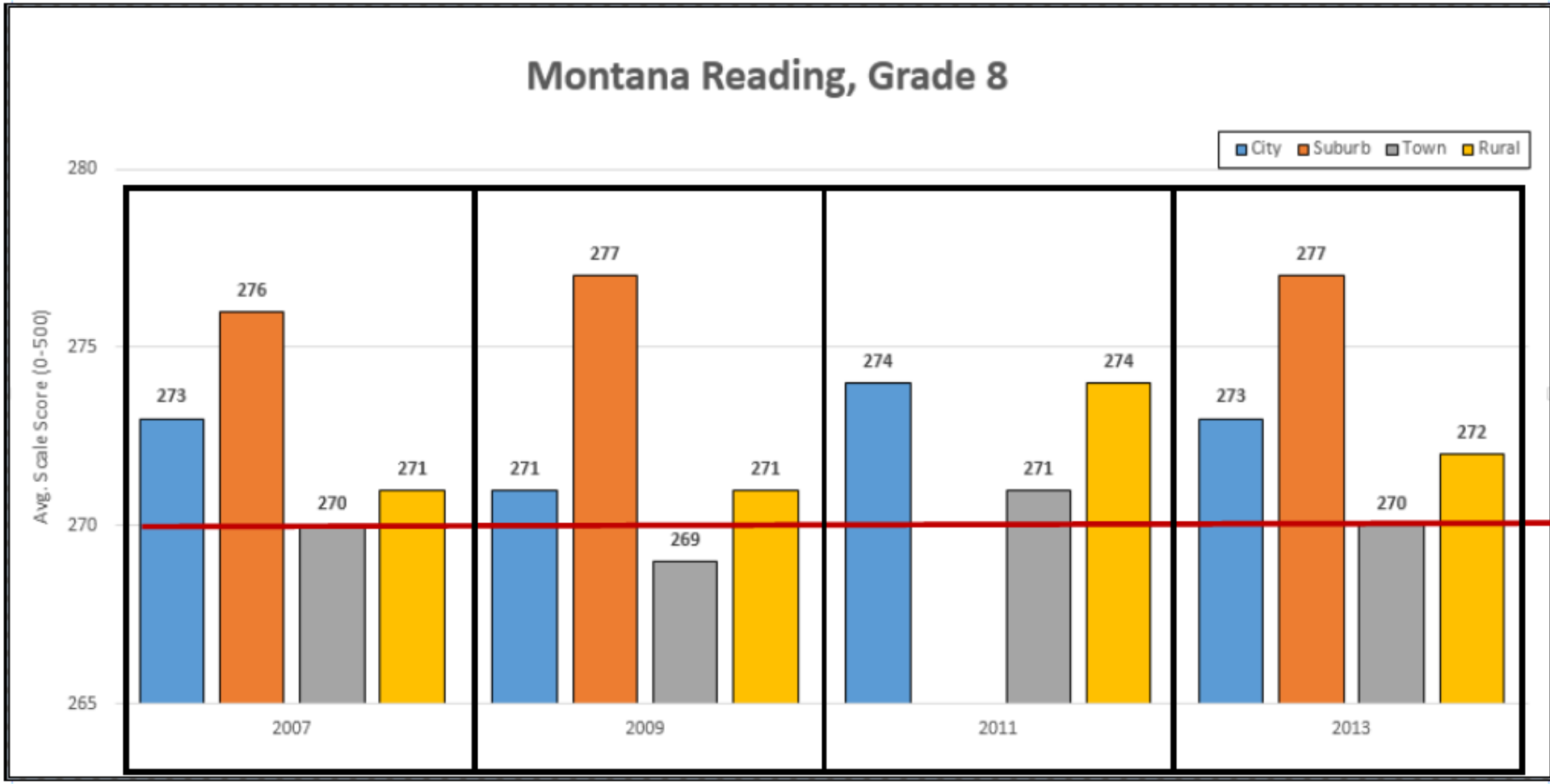
Grade 8 - Montana TOWN Findings

- White (down 5 pts)
- Students who DO NOT have disabilities (non-SD down 10 pts)
- Students who ARE NOT eligible for Free/Reduced lunch (non-NSLP down 8 pts)



Grade 8 - Montana TOWN Findings

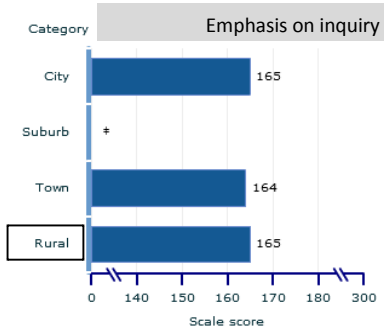
- School location reporting only available for 2007 and beyond



- If no information is available, the reporting standards were not met (e.g., small size was not large enough)

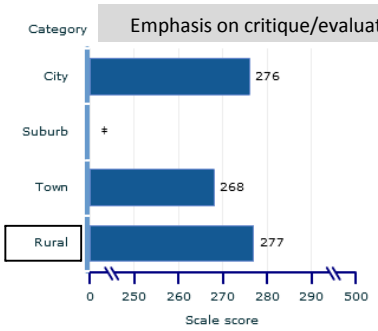
SCHOOL LOCATION REPORTING

Average scale scores for science, grade 8 by school location, 4 categories [UTOL4] for emphasis on inquiry skills [T113005], year and jurisdiction: 2011
2011, Montana, Large extent



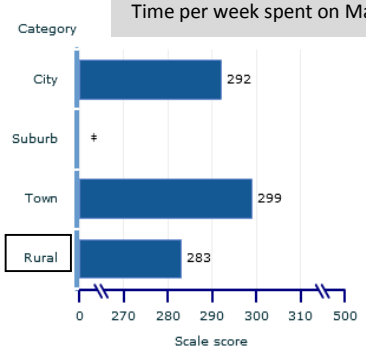
Science

Average scale scores for reading, grade 8 by school location, 4 categories [UTOL4] for emphasis on critique/evaluate when reading text [T100103], year and jurisdiction: 2011
2011, Montana, Large extent



Reading

Average scale scores for mathematics, grade 8 by school location, 4 categories [UTOL4] for time per week on math instruction [T088001], year and jurisdiction: 2011
2011, Montana, 5-6.9 hours



Math

NAEP IS AN INTEGRAL PART OF EDUCATION IN THE UNITED STATES.

⇒ **SCHOOL NAME** is 1 of **XXX** Montana "school location" schools. http://nces.ed.gov/ccd/bat/

⇒ NAEP provides a common measure of student achievement across the country.

⇒ Elected officials, policymakers, and educators all use NAEP resources and results to develop ways to improve education.

⇒ Teachers can use sample NAEP questions, scoring guides, and performance data as a resource for understanding student achievement.

Montana Characteristics:
Number enrolled: 141,693
Number of school districts: 419
Number of schools: 829
Per-pupil expenditures: $10,558
Pupil/teacher ratio: 13.7

DATA SOURCE: Common Core of Data, 2010-2011 school year

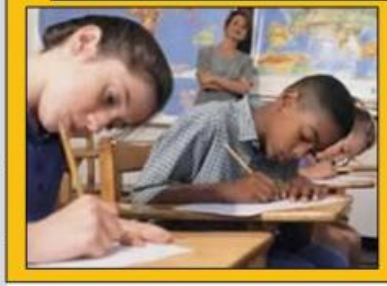
SCHOOL NAME Characteristics:
Enrollment Count: ___
Student/Teacher Ratio: ____
Economically Disadvantaged Participation: _____
Special Education Participation: ____

DATA SOURCE: GEMS, October 2012 Snapshot at http://gems.opi.mt.gov/.

School Mission Statement

PUT YOUR SCHOOL LOGO HERE

replace pictures



The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment of what our nation's students know and can do in subjects such as civics, geography, mathematics, reading, science, technology and engineering literacy, U.S. history, and writing. The results of NAEP are released as The Nation's Report Card. For NAEP releases, please visit : http://www.nationsreportcard.gov/

NAEP scores are always state and national specific scale scores. You can contribute by emphasizing how important NAEP is and by encouraging your students to do their very best. When students take part in NAEP and give their best effort, the U.S. Department of Education can receive the most accurate measure of what Montana students know and can do.

The table below shows SCHOOL NAME's participation history in NAEP since 2003.

Insert your participation

SCHOOL NAME's NAEP Participation History

	2003	2005	2007	2009	2011	2013
Participation in Grade 4 (Yes/	NO	YES	NO	YES	NO	NO
Participation in Grade 8 (Yes/	YES	YES	YES	YES	NO	NO
Participation in Grade 12	NO	NO	NO	NO	YES	YES

NAEP DATA WITH STATE DATA

Some Possible Data Tools

1

gems
Growth and Enhancement of Montana Students

A "Data Warehouse" project…

A "Statewide Longitudinal Data System"…

- PUBLIC PORTAL
  HTTP://GEMS.OPI.MT.GOV
  Student Achievement Dashboard
- SECURE PORTAL
  HTTPS://SECUREGEMS.OPI.MT.GOV

2

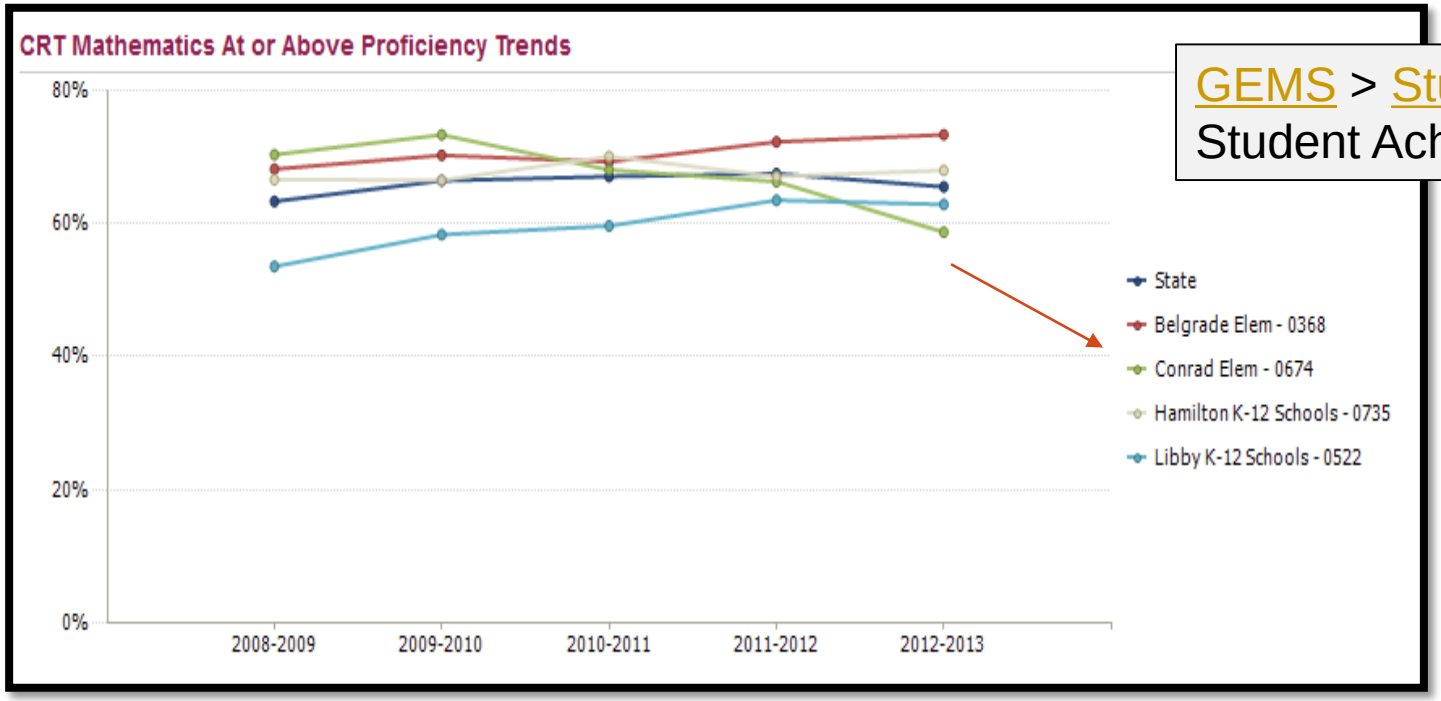
Montana Analysis and Reporting System

- ROSTER
- PERFORMANCE LEVEL SUMMARY
- ITEM ANALYSIS
- LONGITUDINAL DATA

SCHOOL-TO-SCHOOL COMPARISON REPORT

Math

- How did Montana students perform in NAEP on:
  - (1) Number properties and operations, (2) Measurement, (3) Geometry, (4) Data analysis and probability and (5) Algebra?
  - Does NAEP [Number properties and operations] agree with the expectations of MontCAS [Content Standard 2] and MCCS [Number and Operations in Base Ten/ Number]?



GEMS > Student Achievement > Student Achievement Dashboard

MRCod	CSPD Regi	ScName	Sc	LeName	Le	Dist #	Aim Oc	Type	Locatio
NC	II	Utterback 7-8	1540	Conrad Elem	0674	10	96	GR78	33
NW	V	Libby Middle School	0704	Libby K-12 Schools	0522	4	189	MS	33
WE	V	Hamilton Middle School	1427	Hamilton K-12 Schools	0735	3	364	MS	33
4R	IV	Belgrade Middle School	1575	Belgrade Elem	0368	44	459	MS	33

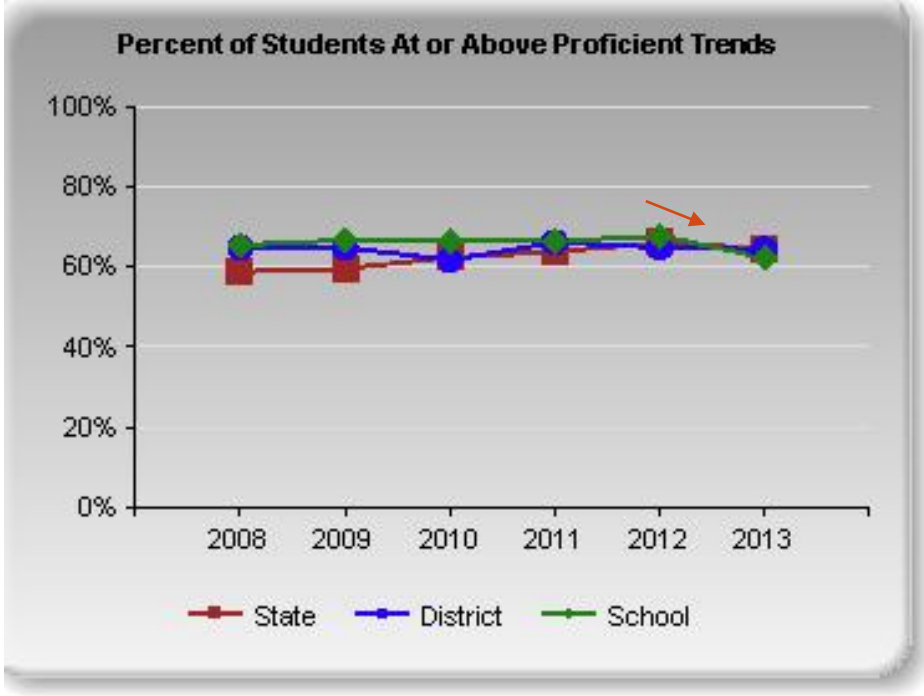
SCHOOL REPORT

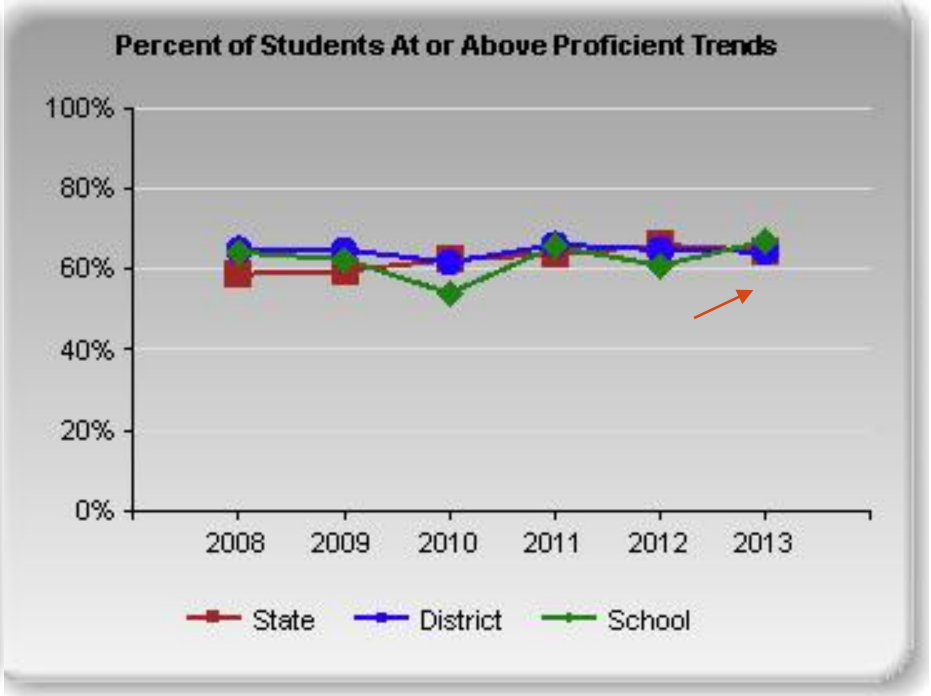
GEMS > Student Achievement > MontCAS (CRT) Proficiency Trends

Science

- How did Montana students perform in life science?
- How did Montana students perform in NAEP on :
  - (1) identifying science principles, (2) using science principles, (3) using scientific inquiry, and (4) using technological design?
- Does the MontCAS Content Standard 1 match NAEP's Using Scientific Inquiry?

- Same school location "town"
- Same district
- Schools with different performance trends





ITEM REPORT

TOOL #2) ITEM ANALYSIS WITH NQT

- How did Montana students perform on informational text items?
- How did Montana students perform in NAEP on :
  - (1) locate/recall, (2) integrate/interpret, and (3) critique/evaluate?
- Does the MontCAS DOK match NAEP's item difficulty? How do students perform on DOK 3 items?

1. Which question is answered by the information in the **first** paragraph?

   A. Why do sugar gliders leave the nest?
   B. What country do sugar gliders live in?
   C. How many sugar gliders share a nest?
   D. What do sugar gliders like to eat?

View Item	
releaseditem	1
content	1
dokcode	2
itemtype	MC
correctresponse	B
ptspossible	1
Released Item Number	1
Percent Correct/Avg. Score: Group	42
Percent Correct/Avg. Score: School	42
Percent Correct/Avg. Score: District	38
Percent Correct/Avg. Score: State	**48**

*Data is not factual

Nightlife of the Sugar Glider

by Robin Darcy Dennis

As night falls, a sugar glider prepares to leave her nest in a tree hollow. Her baby, on her back, rides along. It holds on tight—and for good reason. Sugar gliders have an unusual way of getting around. They glide, swooping from tree to tree in the woodlands of Australia. A loose grip could mean a long fall.

It's late in the afternoon. In a small hollow high in a eucalyptus tree, all is quiet. Six furry gray animals lie curled up fast asleep. The animals are a family of sugar gliders. Three adults and three babies share the leaf-lined nest. Each adult is only a bit larger than a chipmunk. During the day, the sugar gliders stay hidden in the tree hollow.

When the sun goes down, the scene changes. One, two, then three heads peek out from the entrance to the nest. The sugar gliders are about to put on a show few people see, since it takes place only at night.

Chattering and chirping, the adult gliders begin leaving the nest. Animals that minutes ago looked like balls of fur suddenly take on the appearance of kites or square parachutes. Spreading their front and rear legs, the sugar gliders sail from tree to tree. At each stop, they feed.

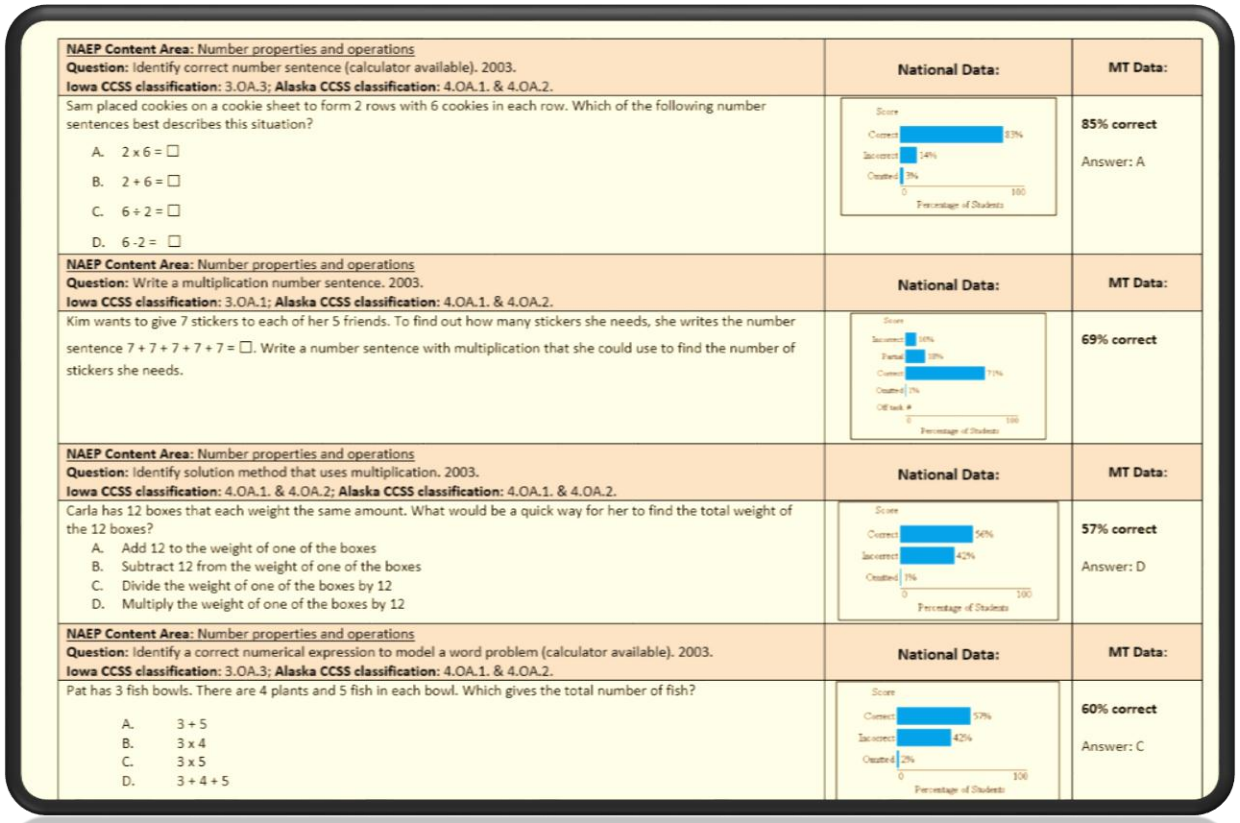
COMMON CORE STATE STANDARDS & NAEP

- How can NAEP facilitate our shift to the MCCS?
- Use NAEP to focus questions and investigations

MCCS

Using NAEP Questions Tool

- **What**: NAEP questions that seem to have a close alignment with MCCS
- **Purpose**: Illustrate or suggest current levels of student achievement for MCCS
- **Limitation**: Not intended nor possible to make any predictions about how students will do on a SBAC

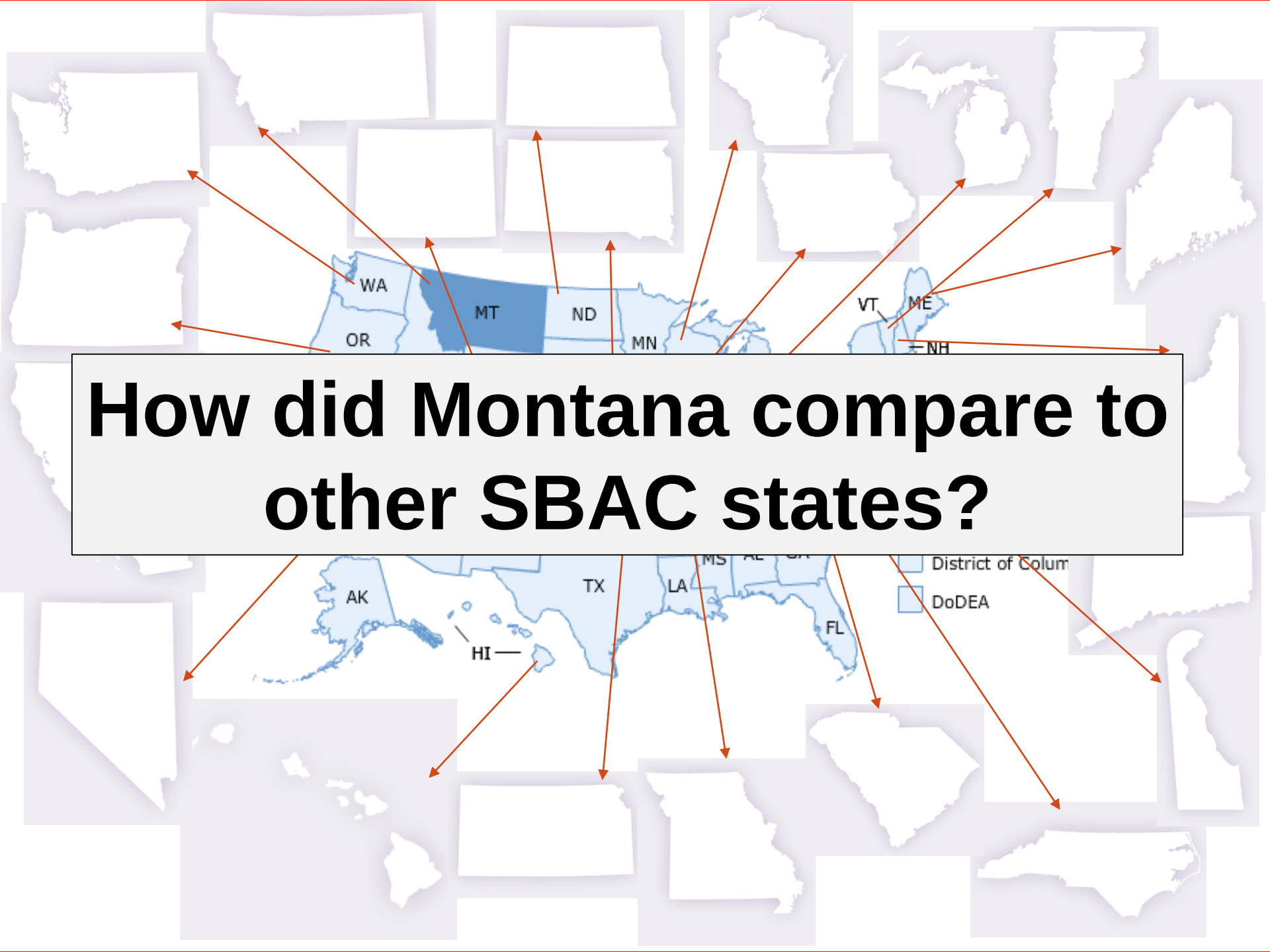


NAEP Content Area: Number properties and operations **Question:** Identify correct number sentence (calculator available). 2003. **Iowa CCSS classification:** 3.OA.3; **Alaska CCSS classification:** 4.OA.1. & 4.OA.2.	**National Data:**	**MT Data:**
Sam placed cookies on a cookie sheet to form 2 rows with 6 cookies in each row. Which of the following number sentences best describes this situation? A. 2 x 6 = ☐ B. 2 + 6 = ☐ C. 6 ÷ 2 = ☐ D. 6 -2 = ☐	Score Correct 83% Incorrect 14% Omitted 3% 0 100 Percentage of Students	85% correct Answer: A
NAEP Content Area: Number properties and operations **Question:** Write a multiplication number sentence. 2003. **Iowa CCSS classification:** 3.OA.1; **Alaska CCSS classification:** 4.OA.1. & 4.OA.2.	**National Data:**	**MT Data:**
Kim wants to give 7 stickers to each of her 5 friends. To find out how many stickers she needs, she writes the number sentence 7 + 7 + 7 + 7 + 7 = ☐. Write a number sentence with multiplication that she could use to find the number of stickers she needs.	Score Incorrect 16% Partial 10% Correct 71% Omitted 3% Off task # 0 100 Percentage of Students	69% correct
NAEP Content Area: Number properties and operations **Question:** Identify solution method that uses multiplication. 2003. **Iowa CCSS classification:** 4.OA.1. & 4.OA.2; **Alaska CCSS classification:** 4.OA.1. & 4.OA.2.	**National Data:**	**MT Data:**
Carla has 12 boxes that each weight the same amount. What would be a quick way for her to find the total weight of the 12 boxes? A. Add 12 to the weight of one of the boxes B. Subtract 12 from the weight of one of the boxes C. Divide the weight of one of the boxes by 12 D. Multiply the weight of one of the boxes by 12	Score Correct 56% Incorrect 42% Omitted 3% 0 100 Percentage of Students	57% correct Answer: D
NAEP Content Area: Number properties and operations **Question:** Identify a correct numerical expression to model a word problem (calculator available). 2003. **Iowa CCSS classification:** 3.OA.3; **Alaska CCSS classification:** 4.OA.1. & 4.OA.2.	**National Data:**	**MT Data:**
Pat has 3 fish bowls. There are 4 plants and 5 fish in each bowl. Which gives the total number of fish? A. 3 + 5 B. 3 x 4 C. 3 x 5 D. 3 + 4 + 5	Score Correct 57% Incorrect 42% Omitted 2% 0 100 Percentage of Students	60% correct Answer: C

Has potential instructional implications for showing students' strengths and weaknesses in certain areas.

National NAEP Year Projects
Common Core

Montana Common Core Standards and Assessments
Getting Ready
Every Montana Student... College and Career



How did Montana compare to other SBAC states?

BROAD FINDINGS NOT NECESSARILY STATISTICALLY SIGNIFICANT

Math

- 5 jurisdictions observed decreases from 2011 to 2013 in Gr. 4
- 16 jurisdictions observed decreases from 2011 to 2013 in Gr. 8

Reading

- 14 jurisdictions observed decreases from 2011 to 2013 in Gr. 4
- 7 jurisdictions observed decreases from 2011 to 2013 in Gr. 8

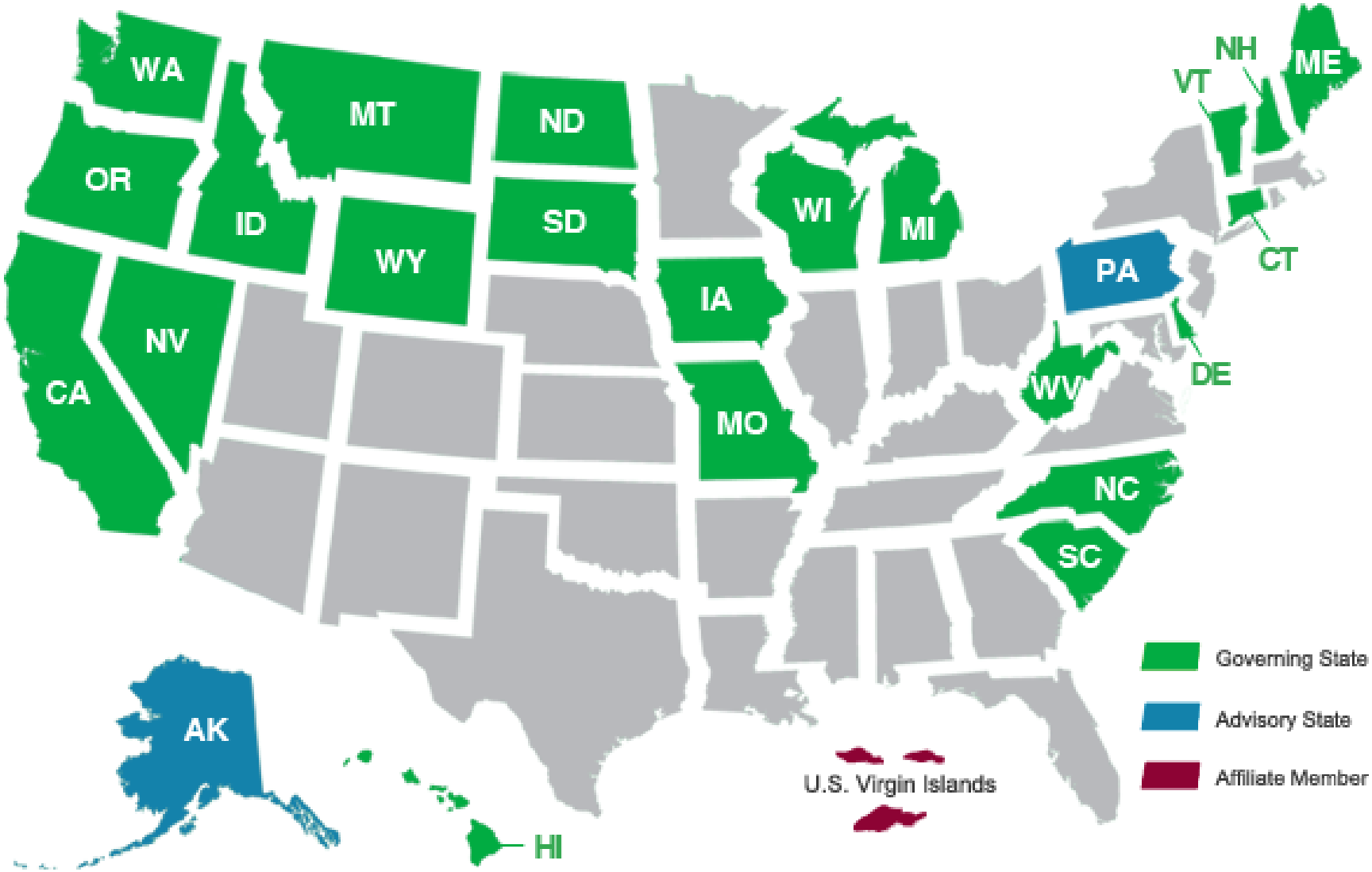
	Reading Grade 4	Reading Grade 8	Math Grade 4	Math Grade 8			
	R4	R8	M4	M8			
Jurisdiction	Trend	Trend	Trend	Trend	PARCC	SBAC	Count of overall observed decreases
National public	↑	↑	↑	↑			0
Alaska	↑	→	→	↓			1
Arizona	↑	→	↑	↑	PARCC		0
California	↑	↑	→	↑		SBAC	0
Colorado	↑	→	↑	↓	PARCC		1
Hawaii	↑	↑	↑	↑		SBAC	0
Idaho	↓	↑	↑	↓			2
Montana	↓	↓	→	↓		SBAC	3
Nevada	↑	↑	↓	→		SBAC	1
North Dakota	↓	↓	↑	↓		SBAC	3
Oregon	↑	↑	↑	↑		SBAC	0
South Dakota	↓	↓	→	↓		SBAC	3
Washington	↑	↑	↑	↑		SBAC	0
Wyoming	↑	↑	↑	→		SBAC	0
	R4	R8	M4	M8			
	14	7	5	16			total observed decreases from 2011 to 2013

total decreases of all jurisdictions (count 53)

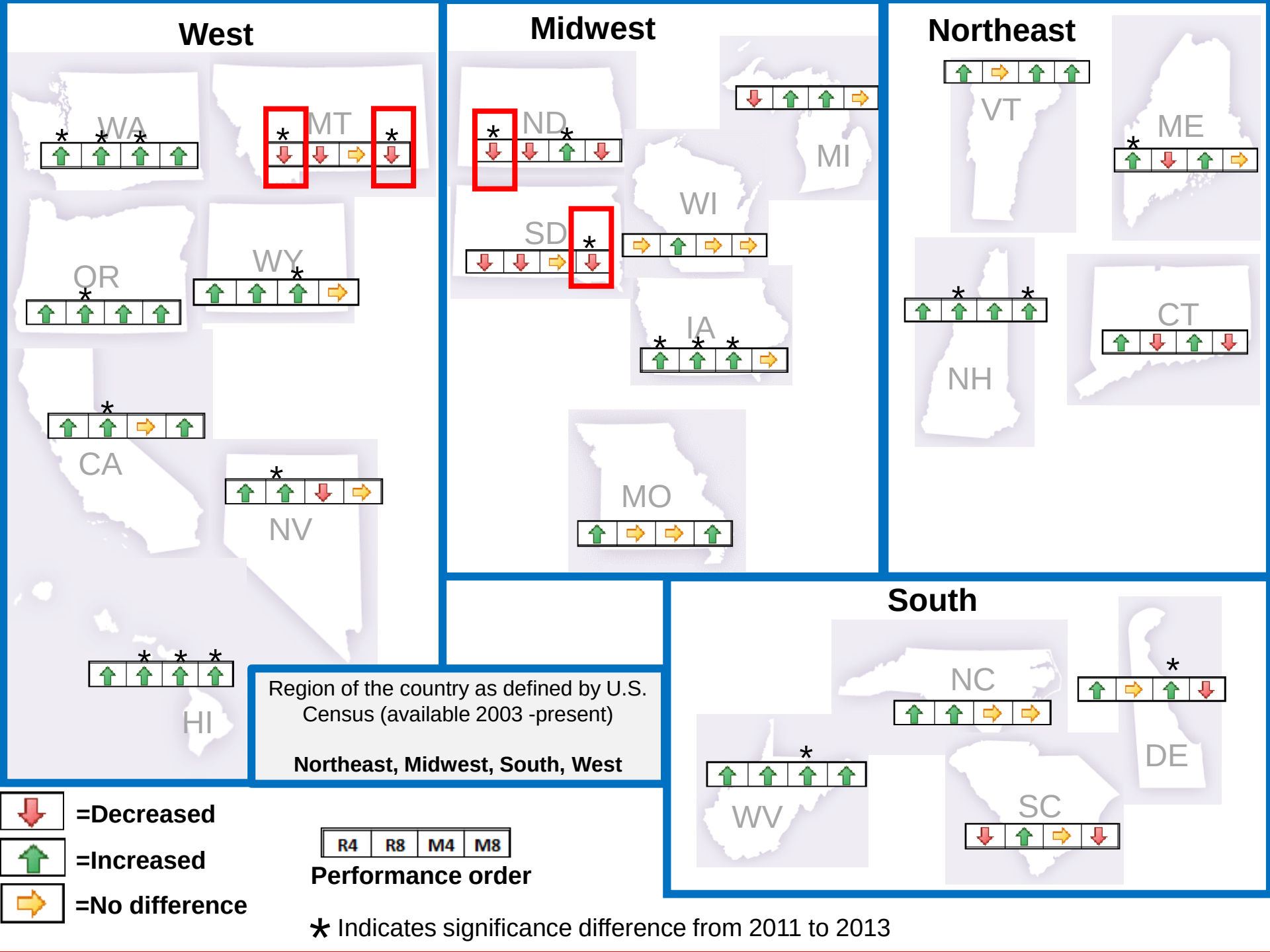
Overall, highest decreases (by count) matched the two places that Montana was statistically significantly down

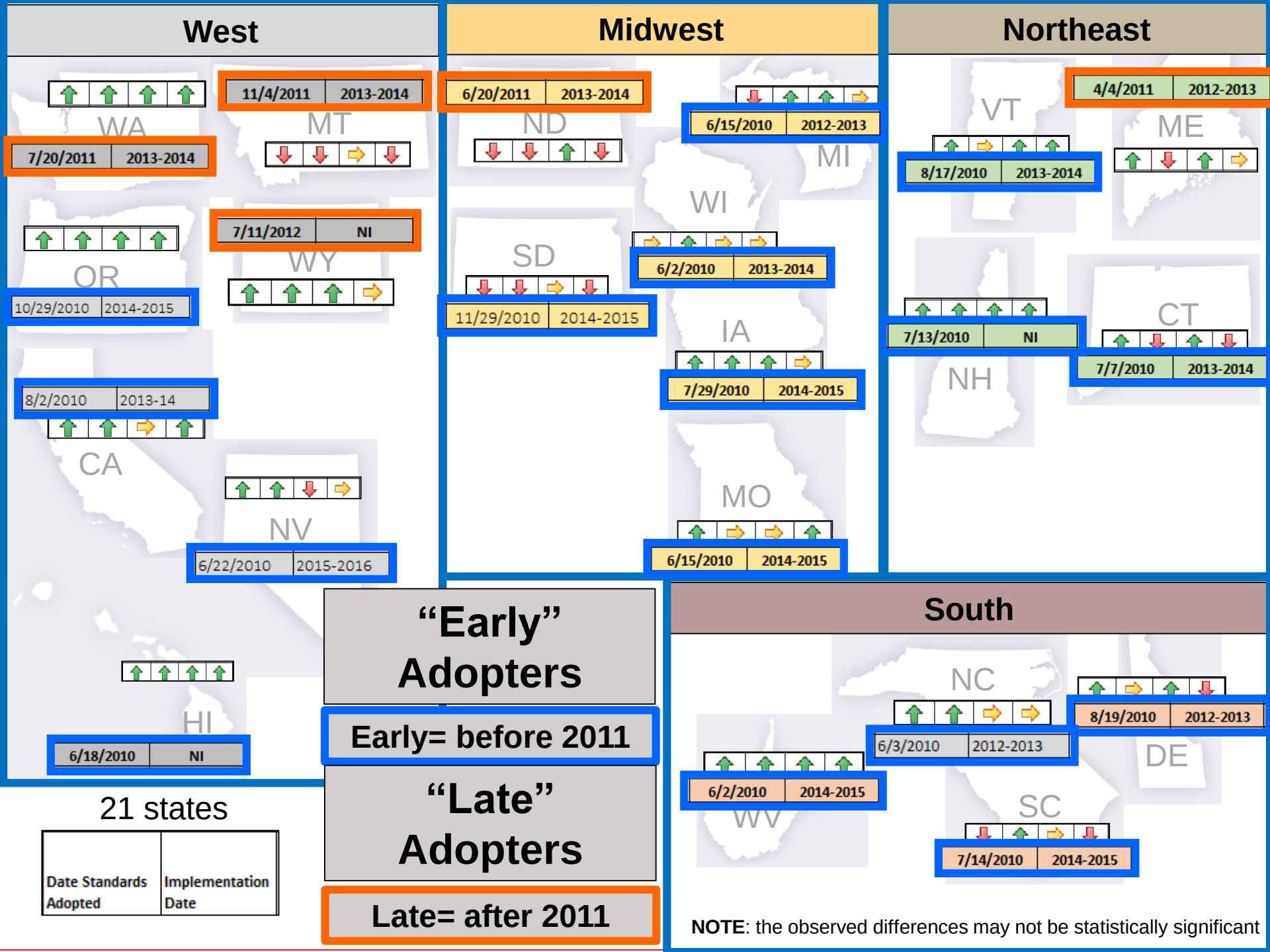
Member States

Smarter Balanced



http://www.smarterbalanced.org/about/member-states/


West
WA
MT
OR
WY
CA
NV
HI
Midwest
ND
MI
WI
SD
IA
MO
Northeast
VT
ME
NH
CT
South
NC
DE
WV
SC
Region of the country as defined by U.S. Census (available 2003 -present)
Northeast, Midwest, South, West
=Decreased
=Increased
=No difference
R4
R8
M4
M8
Performance order
* Indicates significance difference from 2011 to 2013


West
Midwest
Northeast
South
WA
7/20/2011
2013-2014
MT
11/4/2011
2013-2014
ND
6/20/2011
2013-2014
MI
6/15/2010
2012-2013
VT
8/17/2010
2013-2014
ME
4/4/2011
2012-2013
OR
10/29/2010
2014-2015
WY
7/11/2012
NI
SD
11/29/2010
2014-2015
WI
6/2/2010
2013-2014
IA
7/29/2010
2014-2015
NH
7/13/2010
NI
CT
7/7/2010
2013-2014
CA
8/2/2010
2013-14
NV
6/22/2010
2015-2016
MO
6/15/2010
2014-2015
HI
6/18/2010
NI
NC
6/3/2010
2012-2013
8/19/2010
2012-2013
DE
WV
6/2/2010
2014-2015
SC
7/14/2010
2014-2015
“Early” Adopters
Early= before 2011
“Late” Adopters
Late= after 2011
21 states
Date Standards Adopted
Implementation Date
NOTE: the observed differences may not be statistically significant

THE EDUCATION TRUST

A More Fine-Grained Look at the Data : The State Academic Performance and Improvement Tool:

- **Montana's NAEP growth over the past 10 years?**
- **Is Montana improving?**
- **How did Montana perform versus the states in 2013?**
- **What does the picture look like when student groups are considered?**

UNEVEN AT THE START-Differences in State Track Records Foreshadow Challenges and Opportunities for Common Core . July 2013.

Replication of the State Academic Performance and Improvement Tool, go to www.edtrust.org/NAEP_State_Scores (p. 17 of report)

HTTP://WWW.EDTRUST.ORG/NAEP_STATE_SCORES/MAP

8th Grade Math - All Students

Higher Performing
Lower Improving

Higher Performing
Higher Improving

Lower Performing
Lower Improving

Lower Performing
Higher Improving

MT

Montana
Score: 289
Change: 3.3

2013 NAEP Performance (scale score)

310
305
300
295
290
285
280
275
270
265
260

0
5
10
15
20

2003-2013 NAEP Improvement (in scale score points)

The green lines represent national averages: the vertical green line represents the national average improvement, and the horizontal green line represents the average 2013 performance – for the subject, grade and group you chose. The focus state appears in red.

WE LOOK GREAT ON NAEP – IS THAT A PROBLEM?

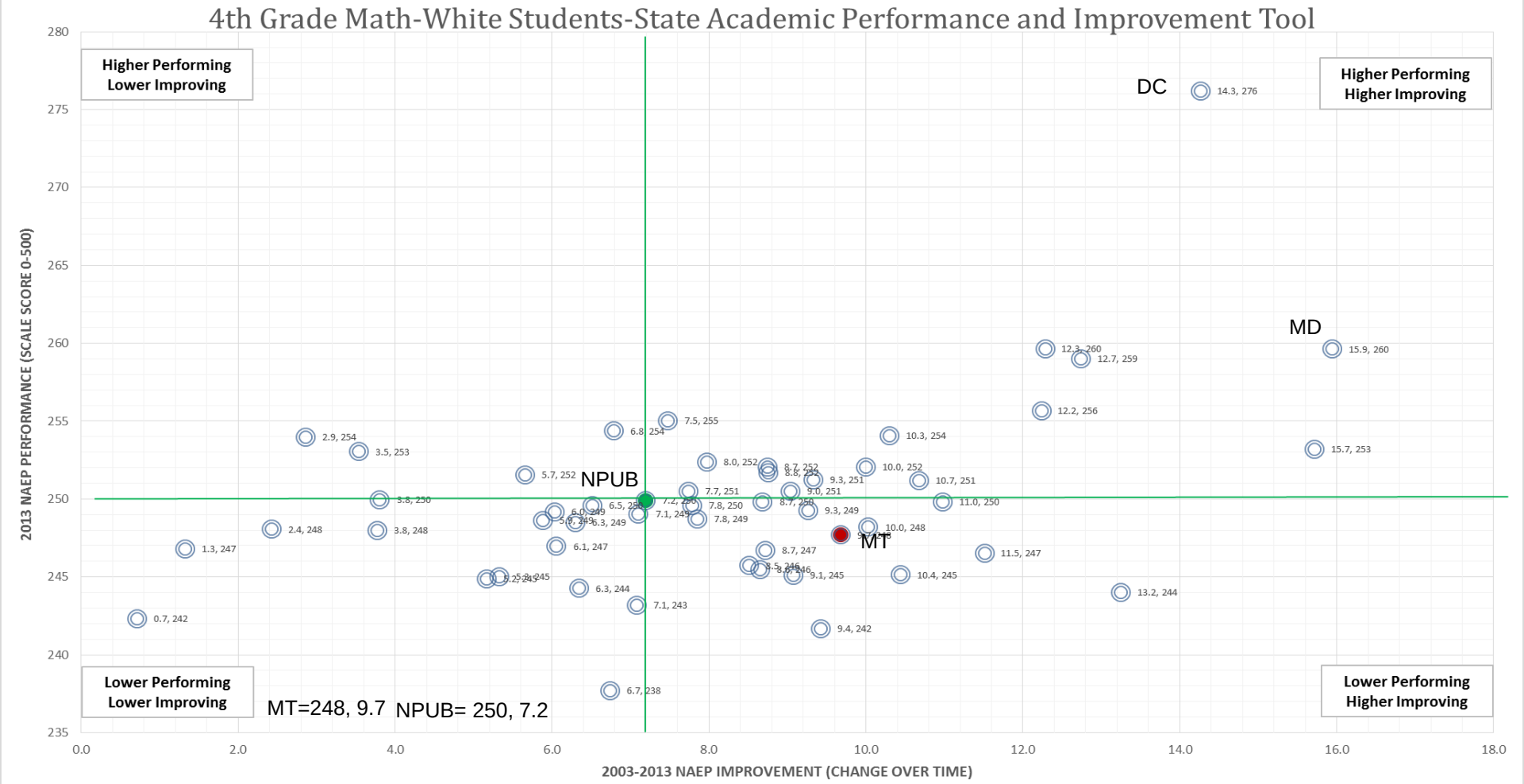
- Montana's ranking are dependent on the rollup factor.
- **A closer look**
  - Montana's position in the state comparisons can be explained by our small populations of minority students.
    1. Minority students in the U.S., on average, score significantly lower on NAEP and state tests.
    2. Average scale scores are directly influenced by the magnitude of student scores; LARGER NUMBERS of LOWER SCORES result in LOWER AVERAGES.

2013 Mathematics, Grade 8 demographics:

White	Black	Hispanic	Asian	Ai/An	Nh/OPi	Two or more
Montana- 80%	Montana- 1.0%	Montana-4.0%	Montana-1.0%	Montana- 12%	Montana- #	Montana- 2%
NPUB - 53%	NPUB - 15%	NPUB - 23%	NPUB - 5%	NPUB - 1%	NPUB - #	NPUB - 2%

WHAT DOES THE PICTURE LOOK LIKE WHEN STUDENT GROUPS ARE CONSIDERED?

What is the data pattern?



Note: The green lines represent national public averages: the vertical green line represents the national pubic average improvement, and the horizontal green line represents the average 2013 performance. The focus state (Montana) appears in red.

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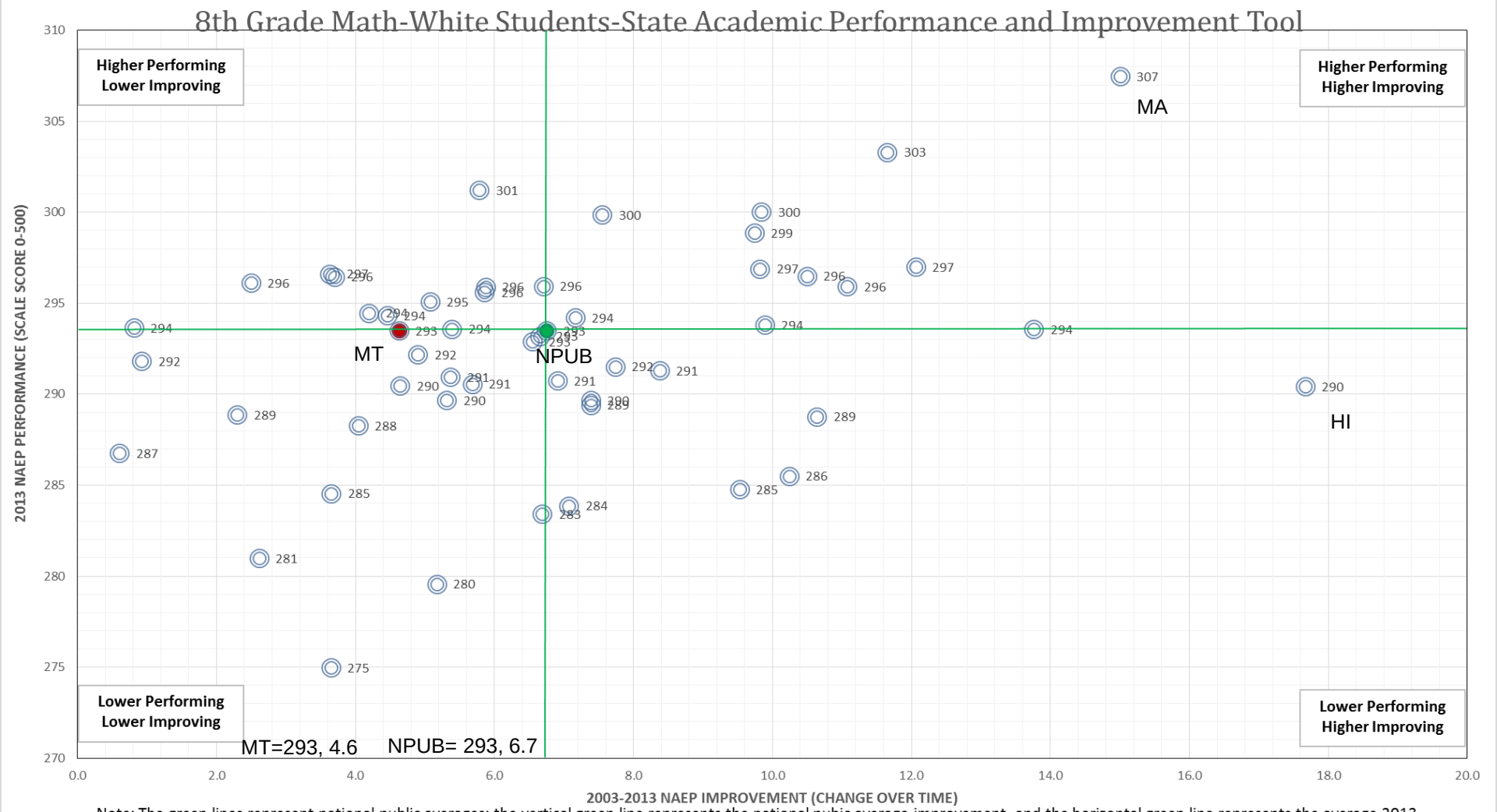

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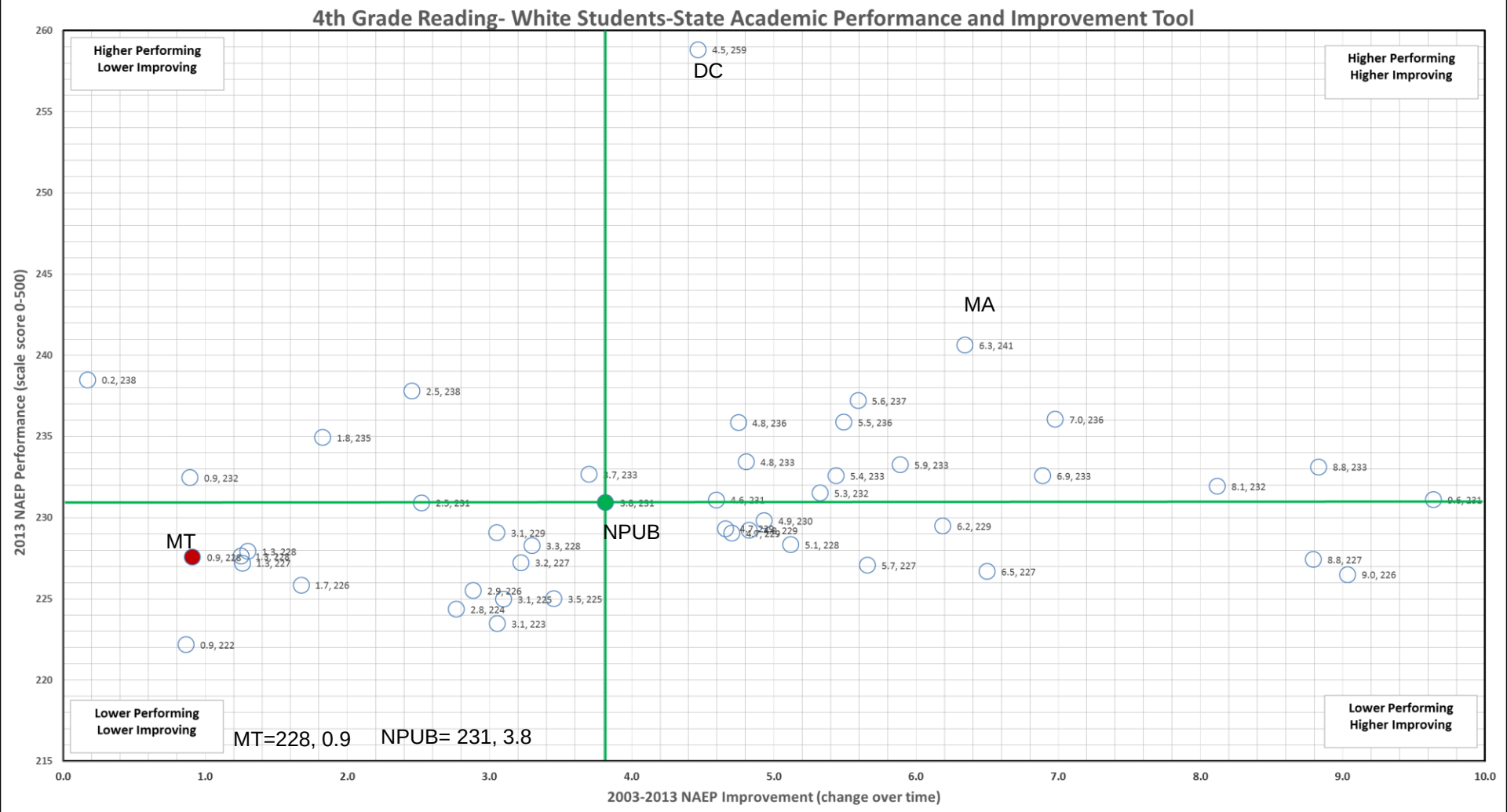

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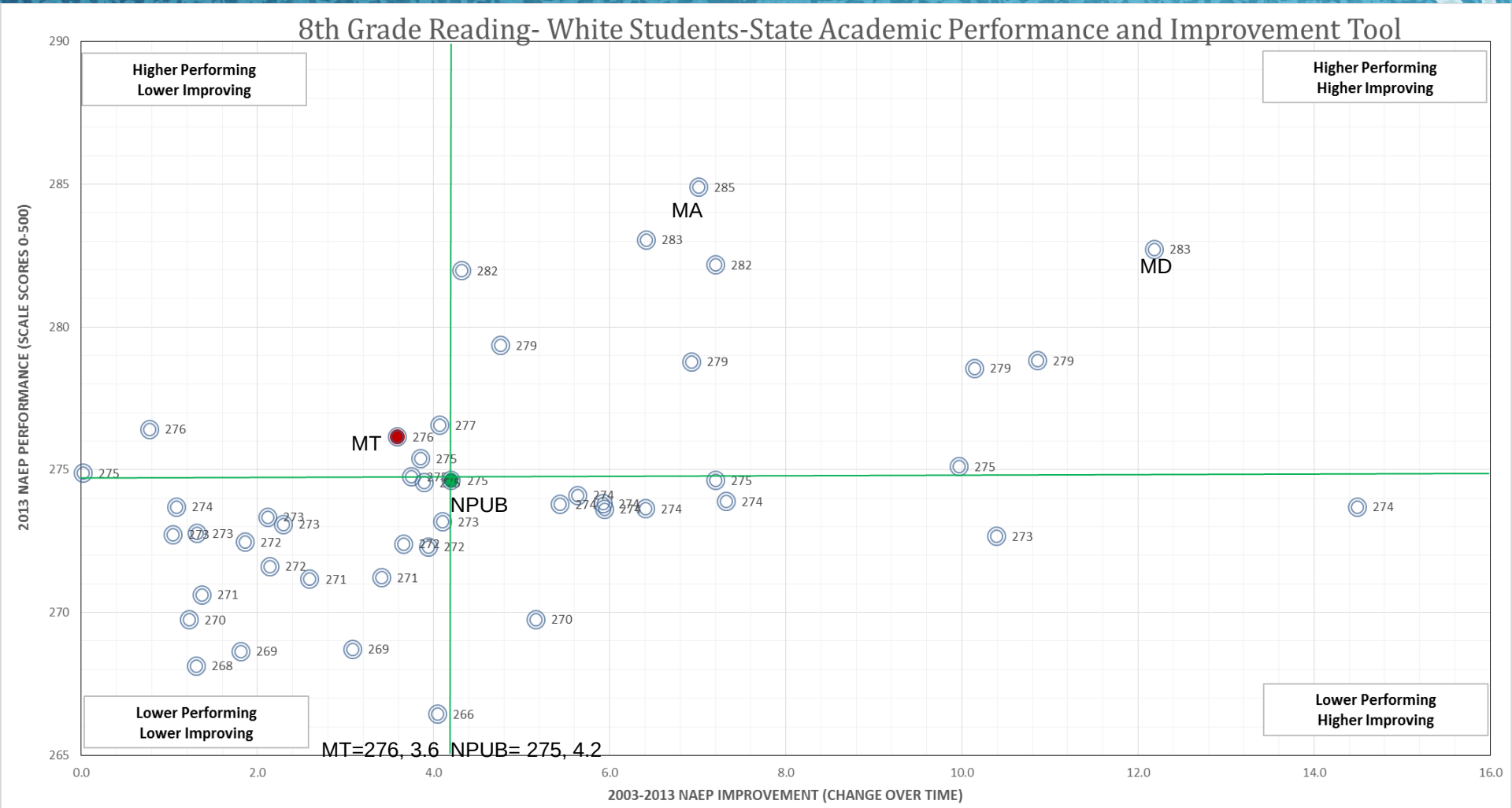


Note: The green lines represent national public averages: the vertical green line represents the national pubic average improvement, and the horizontal green line represents the average 2013 performance. The focus state (Montana) appears in red.

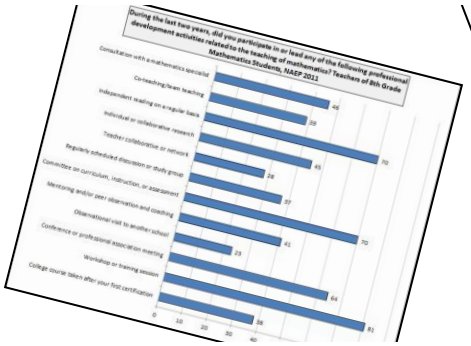
NAEP WEBSITE TOOLS AND APPLICATIONS

Data Explorer >

Analyze NAEP data and create tables and graphics.

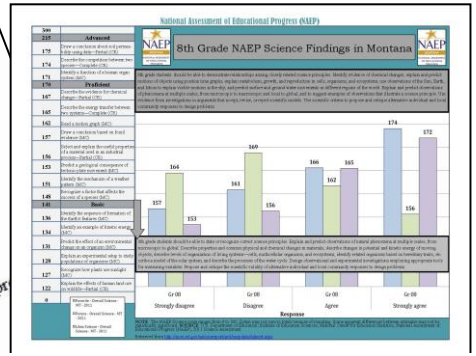
Item Maps >

See what students at each achievement level are likely to know and can do.



Questions Tool >

Search, sort, and print sample NAEP questions.

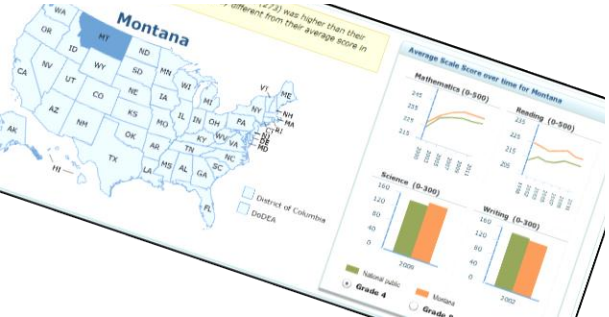


State Profiles >

See NAEP performance results and student demographics for each state.

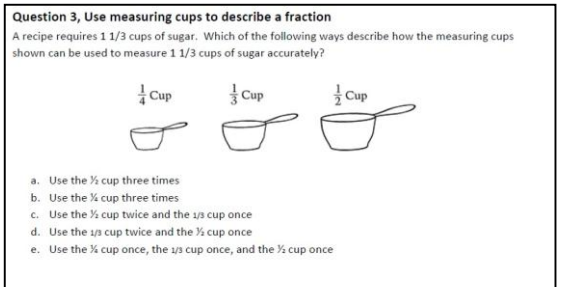
Test Yourself >

Try out actual questions administered to students in the NAEP assessments.



District Profiles >

Explore the results of the NAEP Trial Urban District Assessments (TUDA).



NAEP Data Explorer

Analyze Data | Sample Questions | State Comparisons | State Profiles | District Profiles

NDE

Do you have questions about what the nation's students know and can do?

With the **NAEP Data Explorer (NDE)** you can create statistical tables, charts, and maps to help you find answers. Explore the results of decades of assessment of students' academic performance, as well as information about factors that may be related to their learning.

For help using NDE, view the tutorial, visit the Quick Reference Guide (609K PDF) or use the NDE help button available at the top of every page.

System Requirements:

- Target screen resolution is 1024x768.
- Internet Explorer 7 or Higher.
- Firefox 3.0 or higher.
- Google Chrome or Safari.
- Enable JavaScript and pop-ups in your browser.
- Adobe Flash Player 9.0.115 or higher, (download).

Accessible version: ON OFF

MAIN NDE

The Data Explorer for **Main NAEP** provides national and state results in 10 subject areas, including mathematics, reading, writing, and science. Results have been produced for the nation and participating states and other jurisdictions since 1990, and for selected urban districts (on a trial basis) since 2002.

LTT NDE

The Data Explorer for **Long-Term Trend** provides national mathematics and reading results dating from the 1970s.

HSTS NDE

The Data Explorer for the **High School Transcript Study** provides data such as course-taking and grade point average for students who graduated high school in 1990, 2000, 2005, and 2009. For 2005 and 2009 graduates, these data are also linked to NAEP grade 12 mathematics and science results.

NIES NDE

The Data Explorer for the **National Indian Education Study** provides NAEP grade 4 and 8 results from the mathematics and reading assessments for American Indian and Alaska Native students since 2005. Results are also available for a special survey that explored the educational experiences of the participating students, their teachers, and their schools. Read more about the NIES survey here.

NOTE: The **1997 Arts Assessment** data are only available in PDF format.

http://nces.ed.gov/nationsreportcard/naepdata/

DEMONSTRATION

Go to:

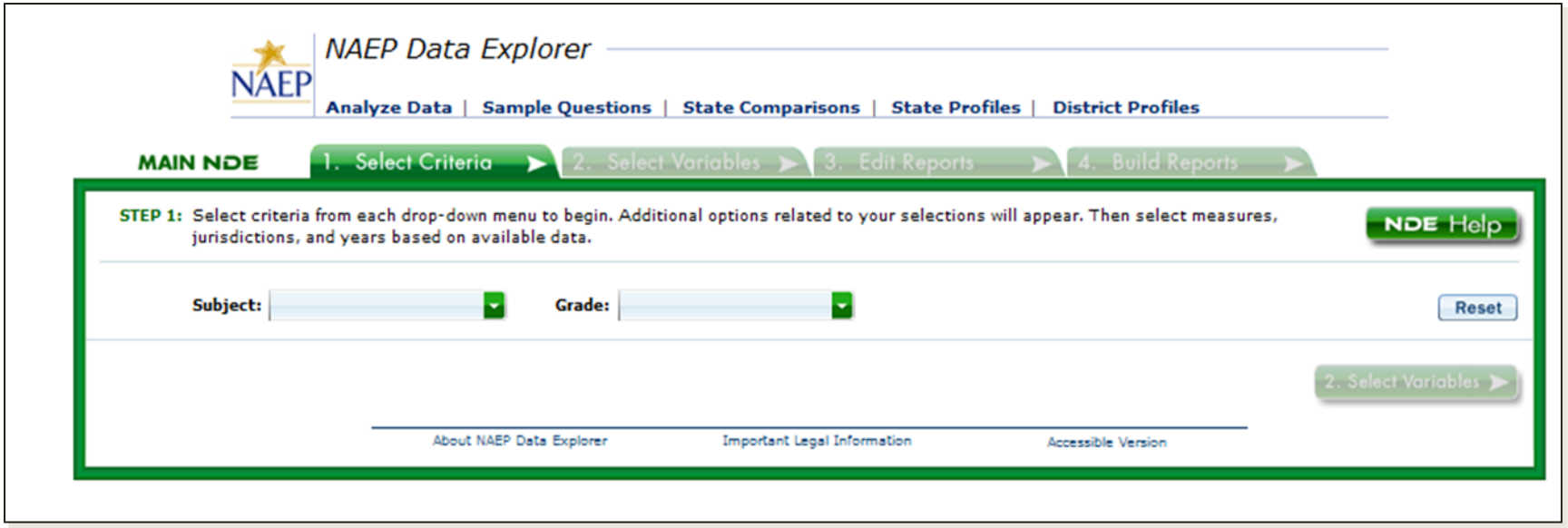
http://opi.mt.gov/groups/montananaep/

OPI Assessment and Data Conference 2014 click here

2013 NAEP and Beyond

1. Go To: http://nces.ed.gov/nationsreportcard/naepdata/

After you agree to the terms of Data Usage you will be directed to this screen



1. Go To:

http://nces.ed.gov/nationsreportcard/about/naeptools.aspx

Questions Tool >

Search, sort, and print sample NAEP questions.

NAEP Questions Tool

Tutorial >

Search for Questions

To begin your search, decide which assessment to explore (main or long-term trend) and then select a subject. On the next screen, you will be able to refine your search results and use My Workspace to assemble and print questions, student responses, scoring guides, and performance data from NAEP assessments. Find out more about NAEP sample questions, and view the copyright policy.

System Requirements What's this?

Main NAEP What's this?

Arts | Civics | Economics | Geography

Mathematics | Reading | Science | U.S. History

Writing

Long-Term Trend NAEP What's this?

Long-Term Trend Mathematics | Long-Term Trend Reading

NAEP ONLINE RESOURCES

Sample Questions Booklets
Examine the types of questions students will answer.
http://nces.ed.gov/nationsreportcard/parents/

Content Area Frameworks
Frameworks guide the development of NAEP and determine the content to be assessed.
http://www.nagb.org/publications/frameworks.htm

Frameworks overviews provide short summaries for each subject
http://nces.ed.gov/nationsreportcard/frameworks.asp

Information for Parents
Read eight things parents should know about NAEP.
http://nationsreportcard.gov/parents.asp

See more information at
http://nces.ed.gov/nationsreportcard/parents/

Information for Educators
Create your own NAEP test and see what students know and can do.
http://nationsreportcard.gov/educators.asp

Information for Students
Encourage students to test themselves using NAEP questions.

Show students where they can find answers to their questions about NAEP.
http://nces.ed.gov/nationsreportcard/students/

Watch the popular video featuring interviews with actual students.
http://nces.ed.gov/nationsreportcard/videos/naepstudent.asp

Data Tools
Explore NAEP results with online data tools.
http://nationsreportcard.gov/data_tools.asp

NAEP on the Go!
Download the new NAEP Results mobile app today!

QUESTIONS?

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NAEP
MONTANA
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS